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ABSTRACT

Educational and vocational plans and changing characteristics of Indiana high school seniors from 1966 to 1980 were studied. In 1966, 1969, 1972, and 1975, questionnaires were mailed to all public and private high schools in the state, while in 1980, a stratefied random sample was used. The response rate of the first four surveys was 54 percent or higher: there were 37,800 high school seniors in the class of 1966, 46,500 in 1969, more than 51,500 in 1972, about 50,000 in 1975, and nearly 12,000 in 1980. Overall (total) data for all five classes are presented on: characteristics of high school seniors, including sex, race, course concentration, grade average, and size of community: and characteristics of the head of household, including highest educational level attained. The plans of high school seniors who plan to continue their education (college choice, field of study, financial arrangements, and school location) are addressed, and comparisons are made between classes. Information is also presented on seniors who plan to delay the continuation of their education for six months or longer after high school graduation, as well as on those who do not plan to enroll in an educational program in the future. In addition to considering seniors' characteristics and plans for each of the five classes, interrelationships of student characteristics and plans by ethnic background and sex are examined for the class of 1980. Appended materials include a sample questionnaire and a list of educational and training programs by degree level. (SW)

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CHARACTERISTICS AND PLANS OF INDIANA HIGH SCHOOL SENIORS

TRENDS IN THE CHARACTERISTICS, CAREER CHOICES, AND THE EDUCATIONAL AND EMPLOYMENT PLANS OF INDIANA HIGH SCHOOL CLASSES OF 1966, 1969, 1972, 1975, AND 1980 WITH COMPARISONS BY ETHNIC GROUP AND SEX

PART TWO OF A FOUR-PART STUDY

CONDUCTED FOR THE INDIANA CONFERENCE OF HIGHER EDUCATION

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Appreciation is expressed to the nearly 200,000 Indiana high school seniors who have completed survey forms over the years - and to their counselors and teachers, school principals and superintendents--without whom this and the previous studies could not have been done.

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J. P. Lisack

J. P. Lisack, Professor of Technology and Director, Office of Manpower Studies

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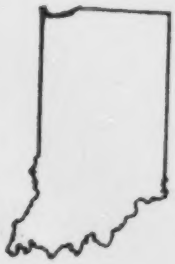
FOREWORD

TRENDS IN INDIANA HIGH SCHOOL SENIORS' EDUCATIONAL AND VOCATIONAL PLANS

COMPARISONS OF THE CLASSES OF 1966, 1969, 1972 1975, AND 1980



What are the changing characteristics of Indiana high school seniors and what are their choices and plans after graduation? How definite are their plans? What are the reasons that seniors give for the choices they make, where did they get their information and who helped them most? Also, what are the characteristics of the head of household? The answers to these and other questions given by seniors in the Class of 1980 are compared with seniors in previous classes and are described in this report. Some important comparisons and interrelationships are included, by sex and by ethnic group.

The data in this report are based on the results of questionnaires completed by 37,800 high school seniors in the Class of 1966, more than 46,500 seniors in the Class of 1969, more than 51,500 seniors in the Class of 1972, about 50,000 seniors in the Class of 1975, and nearly 12,000 seniors in the Class of 1980. (A stratified random sample was used for this class.) Some very important changes have occurred and developing trends will have an important impact on counselling, planning and many administrative actions.

***

This report is the second of a series of four reports. The first is "Postsecondary Education in Indiana; Enrollments and Educational Attainments," Manpower Report 80-2, 24 September, 1980.* The third will concern the characteristics, attitudes and plans of college/university freshmen, and the fourth will present factors bearing on postsecondary education in Indiana and related recommendations.

***

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THE INDIANA CONFERENCE OF HIGHER EDUCATION
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LILLY ENDOWMENT, INC.
with
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PURDUE UNIVERSITY

*A related monograph has also been published. It is "A Comparison Study of the Scholastic Aptitude Test Scores Between Students in Indiana, the Midwestern Region, and the Nation." 10 November 1980. Office of Manpower Studies, Purdue University, West Lafayette, Indiana 47907.

CHAPTER I
PURPOSES AND DESCRIPTION OF THIS REPORT

1. PURPOSE

Educators and administrators should be knowledgeable about the characteristics, career choices, and the educational and employment plans of their students. This study reports related data of Indiana high school seniors over the past fifteen years. Some specific changes have already occurred and important trends are developing. Also, interrelationships are presented by race (ethnic groups) and by sex.

A study of this report should provide some valuable insights useful to policy making, planning, counseling and administration.

The interpretations and highlights expressed by the author are shown separately from the specific data--which are presented in tabular form. This type of presentation should help readers to draw their own conclusions.

2. DATA ACQUISITION AND PUBLICATIONS - PREVIOUS SURVEYS

There have been five comprehensive surveys of Indiana high school seniors to date. In the first four surveys (Classes of 1966, '69, '72 and '75) questionnaires were mailed to all public and private high schools in the State, with responses as shown in Table 1. In the Class of 1980, however, a stratified random sample was used as explained in the next section.

The response rate of the four classes surveyed earlier was 54% or higher. (Follow-up actions were taken to assure adequate representation by type, size and location of high school, and responders are representative of the universe.)

The numbers of seniors in each class, the numbers of seniors responding, and the percent response are shown in Table 1.

TABLE 1
HIGH SCHOOL SENIORS SURVEYED
PREVIOUS SURVEYS

Class of	Total No. of Seniors in Class	No. of Seniors Responding	Percent Response
1966	70,000	38,000	54.0%
1969	75,315	46,544	61.9%
1972	81,523	51,610	63.4%
1975	82,654	49,663	60.1%

These excellent responses are attributed to the close support and cooperation of the Department of Public Instruction and school administrators, teachers, and counselors--not to mention the 185,817 participating high school seniors themselves!

The results of these four earlier surveys have been published in the following reports:

(1) "70,000 High School Seniors, Their Education and Vocational Plans, Indiana's High School Senior Class of 1966."

(2) "75,000 High School Seniors, Their Educational and Vocational Plans, Results of a Survey of Indiana's High School Senior Class of 1969." Manpower Report 70-1, 30 April, 1970. Office of Manpower Studies, Purdue University.

(3) "82,000 High School Seniors, Their Educational and Vocational Plans. Results of a Survey of Indiana's High School Senior Class of 1972." Part I - Summary Report, IVTC Research Report No. 00-73-001-02.

(4) "Educational and Employment Plans and Occupational Choices of Indiana High School Seniors. Results of a Survey of Indiana High School Seniors in the Class of '75." Manpower Report 75-1, dated 1 July, 1975. Office of Manpower Studies, Purdue University.

(5) "Changing Trends in the Plans of High School Seniors; Comparisons of the Educational, Employment, and Occupational Plans of Seniors in Indiana High School Classes of 1966, '69, '72, and '75." Manpower Report 76-1, dated 1 March, 1976; Office of Manpower Studies, Purdue University.

(6) "Comparisons of the Characteristics and Plans of Indiana High School Seniors by Race and by Type Program Enrolled In." Manpower Report 78-1, dated 1 March, 1978. Office of Manpower Studies, Purdue University.

3. SURVEY AND DATA ACQUISITION FOR CLASS OF 1980

It was decided to use a stratified random sample of both public and parochial high schools in Indiana. Schools were divided into twelve stratification cells by assigning values to the following variables and using a random number table--

(1) Community Type: (1) Urban, (2) Surburban, and (3) Rural;
(2) Geographical Location: (1) North, and (2) South; and
(3) Size: (1) Large, and (2) Small.

The details of the sample selection and the responses of high schools and seniors by category are presented as Attachment 1.

The survey details are shown in Table 2.

TABLE 2
SURVEY MAIL-OUT AND RETURNS - CLASS OF '80

	1980 SAMPLE SURVEY			UNIVERSE	
	Number Surveyed	Number Responding	Percent Response	Number*	Response: % of Univ.
High Schools	105	96	91.4%	376	25.5%
H.Sch. Seniors	21,938	11,938	54.5%	79,366	15.2%

*As reported at time of survey. (See Attachment 1 for details.)

Survey results: 91.4% of sample schools surveyed did participate and 54.5% of all their seniors returned complete questionnaires. (The sample return represented 25.5% of all public and private high schools in Indiana and 15.2% of all seniors.) All twelve stratified sample cells were represented adequately.

A copy of the sample survey is appended as Attachment II. It includes:

a) Letter of Transmittal to each senior,
b) List of cluster-grouped Occupational Titles,
c) List of Private and Public Colleges and Universities in Indiana,
d) List of Educational and Training Programs by Degree Level,
(The above were retained by each senior. Printed on yellow paper.)
e) The Questionnaire (completed and returned by each senior). (Printed on white paper.)

4. CONTENTS AND FORMAT OF THIS REPORT

This first chapter explains the purposes of this report, the sources of data and related publications, and it outlines the contents of the remaining chapters. Following chapters present comparative data of the classes of seniors in 1980, 1975, 1972 and 1969, plus the Class of 1966 wherever the availability and form of data made it possible.

Chapter Two presents overall (total) data for all five classes of the characteristics of high school seniors, including sex, race, type program enrolled in (course concentration), grade average, and size of community. The characteristics of the head of household including relationship (i.e., father, mother, other) and educational level are also in Chapter Two.

The comparisons and developing trends of seniors' educational and employment plans after graduation from high school, and their career or occupational choices are described in Chapter Three. Included are what seniors plan to do and how definite their plans are. Also shown are the specific career areas or occupations they chose--and reasons why these choices were made. Also presented are when they first became interested in, and then decided upon a certain occupation.

The plans of high school seniors who do plan to continue their education are presented in Chapter Four. Which particular institution and program were chosen and the reasons for these choices are included. Again, comparisons are made between classes to identify trends and differences. Chapter Four concludes with a report of how seniors plan to finance their education and the location of the school chosen.

Chapter Five is devoted to information concerning those seniors who plan to delay the continuation of their education for six months or longer after graduation from high school, as well as those who do not plan to enroll in an educational program in the future. Reasons for making these choices are presented in both instances.

Chapters Two through Five present seniors' characteristics and plans data for each of the five classes surveyed: trends can be studied as well as more detail for the Class of '80 as a whole. Chapter Six presents the interrelationships of all seniors' characteristics and plans by ethnic background for the Class of '80. For example, the grades attained by all seniors in all classes surveyed are presented in Chapter Two. In Chapter Six the grades are shown broken down by each ethnic group in a cross-tabulation format: this presentation is limited to the Class of '80.

Chapter Seven also concerns interrelations; in this case, the characteristics and plans of the seniors in the Class of '80 are shown by sex.

NOTE: For these interrelationship data for previous classes, see "Comparisons of the Characteristics and Plans of Indiana High School Seniors by Race and by Type Program Enrolled In," Manpower Report 78-1. op.cit.

CHAPTER II

COMPARISONS OF THE CHARACTERISTICS OF SENIORS AND THEIR HEADS OF HOUSEHOLD IN THE CLASSES OF '66, '69, '72, '75, AND '80

HIGHLIGHTS OF THE CHARACTERISTICS OF HIGH SCHOOL SENIORS

(See facing page for data)

✪ SEX DISTRIBUTION

There has been a rather even distribution between the sexes of seniors returning questionnaires in all five classes over a span of 15 years. In the four previous surveys there was a slightly higher proportion of males--however, in this last survey (Class of '80) slightly more females responded than males. The Department of Public Instruction reports show there were slightly more males than females enrolled in the 12th grade during the '79-80 school year.

☆ RACE

The distributions of survey responders by race are available only for the last two surveys (Classes of '75 and '80) and the listings were not identical; therefore, direct comparisons cannot be made accurately. The first observation is--that there was a significant reduction in the numbers of seniors who would not indicate their race. In the Class of 1975, 5.3% of the class representing 4,391 seniors did not respond to this race question: in the Class of '80 only 1.9% did not respond representing 1,571 seniors. (The redistribution of the 3.4% difference is evident in the minority group increases in the Class of '80.) The largest minority group is made up of black students at slightly more than 7% which approximates their proportion in the State population. More than 82% of the responders were white in the Class of '80--which compares with 87% of the Class of '75. (Asian and Indian were not included in the Class of '75 survey.)

★ HIGH SCHOOL TYPE PROGRAM (Course concentration)

It appears that the decreasing proportion of high school seniors enrolled in College Prep. type programs may have bottomed out. There was a steady decline from nearly 46% in the 1969 class--to 35.2% in the Class of '75: the Class of '80 is slightly higher at 35.8% (this represents nearly 29,600 students). The slow growth trend since '69 is continuing in Business Education and Vocational Education--where it has now reached about 20 and 15% respectively. These growth areas have apparently been at the expense of General Education and non-responders.

CHARACTERISTICS OF HIGH SCHOOL SENIORS

Shown below are sex, race, and type high school program. *(See facing page for Highlights.)*

TABLE 3
CHARACTERISTICS OF HIGH SCHOOL SENIORS

Characteristic	Percentage Distribution 1966 Class N=70,000	1969 Class N=75,315	1972 Class N=81,523	1975 Class N=82,654	Class of 1980 N=82,668 Percent	Number*
✪ SEX DISTRIBUTION						
Male	50.4%	50.3%	51.0%	50.3%	48.8%	40,342
Female	48.6%	48.5%	48.5%	48.8%	50.7%	41,913
Non-response	1.0%	1.2%	.5%	.9%	.5%	413
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	82,668
☆ RACE						
Asian	Race			Not	.7%	579
Indian	Was			Included	2.3%	1,901
Black	Not			5.3%	7.1%	5,869
Caucasian (White)	Identified			87.1%	82.2%	67,953
Spanish-American	In			1.0%	1.8%	1,488
Other	These			1.3%	4.0%	3,307
Non-response	Surveys			5.3%	1.9%	1,571
Totals				100.0%	100.0%	82,668
★ HIGH SCHOOL (PROGRAM TYPE) CONCENTRATION						
College Preparatory		45.9%	43.9%	35.2%	35.8%	29,595
Business Education	Comparable	17.3%	15.9%	19.4%	20.0%	16,534
Vocational Education	Not	9.8%	12.0%	14.0%	15.1%	12,483
General Education	Comparable	18.1%	19.7%	18.7%	15.7%	12,979
Other		4.8%	6.0%	8.2%	9.7%	8,019
Non-response		4.2%	2.6%	4.6%	3.6%	2,976
Totals		100.0%	100.0%	100.0%	100.0%	82,668

**Survey sample extrapolated to the universe of all Indiana high school seniors. Coefficient of expansion is 6.8553.*

NOTE: Related HIGHLIGHTS and TABLES are depicted by matching symbols.

Sum of items may not equal totals due to rounding.

HIGHLIGHTS OF THE CHARACTERISTICS OF HIGH SCHOOL SENIORS
(CONTINUED)
(See facing page for data)

A B C D

HIGH SCHOOL GRADE AVERAGE

There is a definite trend towards more seniors reporting attainment of higher grade averages. The proportion of students reporting "A" and "B" averages is up significantly--totalling nearly 58% in the Class of '80 (the A and B total was less than 39% in 1966). In fact, the rank order has changed with the largest single group reporting a B average; before 1975, the C average group was largest.

*NOTE: *Two contra-indicating phenomena are being reported in Indiana as well as across the country--1. more high school students are earning higher grades since 1966, and 2. high school seniors' scores on the Scholastic Aptitude Tests (SAT) have dropped dramatically since 1968. Average SAT Math scores in 1968 were above 500--and were 466 in 1980: average SAT Verbal scores dropped from about 478 to 424 during the same time. The SAT scores are often used as an indicator of college readiness of a large number of students.*

CHARACTERISTICS OF HEAD OF HOUSEHOLD

RELATIONSHIP

Although Fathers were reported to be the head of household in the large majority of all classes, the proportion has declined for each class since '69. The decline is made up by the steadily increasing proportion of households headed up by the Mother or Other (person)--now nearly 20% of all households. A startling change is the increase of households headed up by a Mother; however, part of this may be due to the decreased proportion of non-responders.

EDUCATIONAL LEVEL (HIGHEST LEVEL ATTAINED)

The data show a progressively higher level of educational attainment of heads of household for each class. This trend in Indiana is consistent with the National trend. The proportion of those who have less than four years of high school has decreased to less than 15 percent in the Class of '80.

The educational level attained by high school seniors' heads of household is slightly higher than that of the Indiana population as a whole. (Indiana's population has a greater proportion of adults who completed high school, but a lower proportion with some college than the National population.)

EDUCATIONAL ATTAINMENT OF ADULTS >18 YRS., 1975 CENSUS DATA*
Percent distribution

	Elementary	High School		College		Median
	0-8 Years	1 to 3 Years	4 Years	1 to 3 Years	4 Years or More	School Years
IND.	15.7%	17.3%	42.1%	13.8%	11.0%	12.4%
USA	17.5%	15.9%	36.0%	16.7%	13.9%	12.5%

*Source: *Postsecondary Education in Indiana*, Manpower Report 80-2, 24 Sept. '80, J. P. Lisack, Purdue University.

CHARACTERISTICS OF HIGH SCHOOL SENIORS (CONTINUED)

Shown below are students' reported high school grade averages. *(See facing page for Highlights.)*

TABLE 3 (CONTINUED)
CHARACTERISTICS OF HIGH SCHOOL SENIORS

Characteristic	Percentage Distribution 1966 Class N=70,000	1969 Class N=75,315	1972 Class N=81,523	1975 Class N=82,654	Class of 1980* N=82,668 Per-Cent	Number
HIGH SCHOOL GRADE AVERAGE						
A	6.1%	5.8%	7.7%	11.4%	13.8%	11,408
B	32.4%	34.4%	38.7%	43.0%	44.1%	36,457
C	46.6%	47.8%	42.5%	37.9%	36.2%	29,926
D	3.9%	3.8%	2.8%	2.4%	2.7%	2,232
Unknown	7.9%	6.2%	6.5%	3.5%	2.5%	2,067
Non-response	3.1%	2.0%	1.7%	1.9%	.7%	579
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	82,668

CHARACTERISTICS OF HEAD OF HOUSEHOLD

TABLE 4
CHARACTERISTICS AND EDUCATIONAL LEVEL OF HEAD OF HOUSEHOLD

Shown below are the relationships and level of education of seniors' head of household. Related data are not available for the Class of '66. *(See facing page for Highlights.)*

Characteristic	Percentage Distribution Class of 1969 N=75,315	Class of 1972 N=81,523	Class of 1975 N=82,654	Class of 1980 N=82,668 Per-Cent	Number
RELATIONSHIP (Head of Household is)					
Father	86.6%	86.0%	84.0%	79.3%	65,556
Mother	9.9%	10.4%	10.9%	15.6%	12,896
Other	2.7%	3.3%	3.8%	4.4%	3,637
Non-response	.8%	.3%	1.2%	.7%	579
Totals	100.0%	100.0%	100.0%	100.0%	82,668
EDUCATIONAL LEVEL (Highest level attained by head of household)					
Less than High School Graduate	29.4%	24.3%	19.8%	14.4%	11,904
High School Graduate	37.8%	38.7%	42.2%	41.0%	33,894
<2 Years Post-High School	11.5%	11.6%			
>2 Years Post-High School but no Bachelor's Degree	6.1% (17.6)	6.4% (18.0)	15.3%	16.9%	13,971
College/University Degree	11.3%	15.1%	18.5%	24.8%	20,502
Unknown	2.2%	3.0%	3.3%	2.4%	1,984
Non-response	1.7%	.9%	.9%	.5%	413
Totals	100.0%	100.0%	100.0%	100.0%	82,668

CHAPTER III

SENIORS' VOCATIONAL, EDUCATIONAL, AND EMPLOYMENT PLANS

HIGHLIGHTS

SENIORS' PLANS WITHIN SIX MONTHS AFTER GRADUATION

One of the highlights in the comparison of seniors' plans over the past fifteen years is that there is a distinct and consistent trend for a greater proportion to plan immediate employment after graduation; now a choice of nearly 35% of the entire class. A lesser proportion planned to continue their education full time in each high school class except the last--when the percentage who planned to do so reached 39%. There is also an established trend for a smaller proportion to plan to attend college on a part-time basis, now down to about 15% of the class. Military service and plans to get married have remained relatively stable since 1975. An impressive drop has occurred in the proportion of seniors who report they do not know what their plans are (e.g., only 3% of the Class of '80).

HOW DEFINITE PLANS ARE

The data indicate that there has been a significant reversal in 1980 in the decreasing percentages of students who say their plans after graduation are "Definite." (This is consistent with the findings in the preceding question where a decrease was reported in the proportion who said they did not know what their plans were.) The largest single group of seniors in all five classes (between 41% and 45%) report their plans to be "Almost definite;" twenty-five percent or more of the seniors in all classes report their plans as being "Indefinite." Growing proportions of the classes do not answer this question, up to nearly 2% in the Class of '80.

HIGH SCHOOL SENIORS' PLANS AFTER GRADUATION

TABLE 5
SENIORS' PLANS

This table has two parts; (1) the immediate plans after graduation, and (2) how definite these plans are.

	Percentage Distribution				Class of 1980 N=82,668	
	Class of 1966 N=70,000	Class of 1969 N=75,315	Class of 1972 N=81,523	Class of 1975 N=82,654	Per-cent	Number
IMMEDIATE PLANS AFTER GRADUATION						
Immediate employment	15.3%	23.7%	25.3%	33.4%*	34.8%**	28,769
Continue full-time education	46.0%	42.0%	36.9%	31.7%	39.0%	32,241
Part-time employment, part-time education	22.4%	19.7%	18.3%	13.3%	12.1%	10,003
Military service/ no further education	2.7%	1.9%	1.1%			
Military service/ then education	5.4%	4.3%	2.8%	4.3%	4.2%	3,472
Get married	1.8%	3.0%	3.1%	3.4%	3.7%	3,059
Other	4.4%	4.0%	2.9%	4.5%	2.4%	1,984
I don't know	(Not Listed)		9.3%	7.0%	3.0%	2,480
Non-response	2.0%	1.4%	.3%	2.4%	.8%	661
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	82,668
HOW DEFINITE PLANS ARE						
Definite	26.0%	24.1%	22.9%	21.7%	31.3%	25,875
Almost definite	41.0%	45.4%	43.0%	44.5%	42.1%	34,803
Indefinite	27.0%	28.9%	33.5%	32.7%	24.9%	20,584
Non-response	6.0%	1.6%	.6%	1.1%	1.8%	1,488
Totals	100.0%	100.0%	100.0%	100.0%	100.0%	82,668

Made up of 18.9% who planned to work full time--no further education, and 14.5% who planned to work full time first--then further their education later (Class of '75).

**Made up of 16.8% who planned to work full time--no further education, and 18% who planned to work full time first--then further their education later (Class of '80).*

HIGHLIGHTS OF FACTORS RELATED TO SENIORS' CHOICE OF CAREER *(See facing page for data)*

● WHEN FIRST "INTEREST" IN CHOSEN CAREER WAS NOTED--AND WHEN "DECISION" WAS MADE

Interests in careers or professions are generated in some students throughout all school year levels. (This question on first interest in career was not asked in the '80 survey.) The decision on a chosen field is deferred largely until the senior year in high school--it is decided in the junior year by many others.

There is a significant drop in the proportions of students in the Class of '80 who waited until their senior year to select their career field (although still nearly a third): about 25% made a career decision in their junior year--which is about the same proportion as the Class of '75. Fourteen percent of the Class of '80 reported they haven't decided yet and nearly one percent more did not respond to this question.

➘ THE MOST IMPORTANT REASONS GIVEN BY SENIORS FOR CHOOSING AN OCCUPATION OR CAREER

"Activities on the job" was given consistently as the most important reason for choosing an occupation or career by about 40% of all seniors in all classes. "Money" was the second most popular reason chosen, followed by "Kinds of people I'll work with," and "Serving Society." Both the most important reasons and second most important reasons for choosing a particular occupation have nearly identical rank orders in all classes. (The list of reasons were scrambled on the questionnaire but are rank ordered in Table 6 for convenience.) However, a study of the interrelationships between those choosing different careers reveals some significant differences. Later in this report the interrelationships between these answers are shown in cross-tabulations by sex and by ethnic groups.

▶ SOURCE OR PERSON MOST HELPFUL IN MAKING CAREER CHOICE (These data are useful in planning counseling and recruiting efforts.)

"Parents and relatives" were the most helpful to seniors in making their career choices in all classes, and it appears that the proportion of seniors so reporting is increasing (now more than one third of all seniors). The second most helpful was "Friends," in the Classes of '72 and '75, however, the percentage of seniors so indicating is much smaller than the first choice--and dropped in importance in '75 and '80. "High school courses," "Previous work experience," and "Teachers" are the next most popular choices. Although "School activity programs" and "Career information systems" are not selected by many seniors as most helpful (<6%), the proportions of seniors making these choices are increasing steadily. This is consistent with the growing emphasis on career development programs and the fact that career information dissemination systems are in early stages of implementation.

Apparently, printed materials and media are viewed as aids: undoubtedly they do help students, relatives, friends, teachers and counselors.

FACTORS RELATED TO MAKING A CAREER CHOICE

TABLE 6
WHEN CAREER WAS CHOSEN, WHY, AND WHO OR WHAT HELPED MOST

WHEN FIRST "INTEREST" WAS NOTED IN CHOSEN CAREER *(Each line across totals 100%)*

Class of	Elementary Grades (K-6)	Junior H.S. Grades (7-8)	High School				Non-Response
			Frosh	Soph	Jr	Sr	
1969	11.2%	13.3%	16.1%	20.3%	19.8%	13.0%	6.3%
1972	11.1%	14.2%	13.2%	15.5%	23.4%	18.7%	3.9%
1975	10.1%	15.1%	14.5%	17.4%	26.0%	14.5%	2.4%

1980 "First interest" not asked in 1980 Survey.

WHEN CAREER "DECISION" WAS MADE *(Each line across totals 100%)*

1966	1.6%	2.7%	5.6%	9.1%	16.5%	38.8%	25.7%
1969	1.4%	2.7%	6.2%	9.9%	21.7%	47.5%	10.6%
1972	1.8%	3.2%	5.3%	8.2%	20.8%	53.1%	7.6%
1975	1.7%	3.8%	6.6%	10.0%	26.1%	45.9%	5.9%
1980*	3.3%	6.6%	7.3%	10.9%	24.7%	32.4%	.8%

""Haven't decided yet" was added in 1980 and was selected by 14% of the responders.*

THE TWO MOST IMPORTANT REASONS FOR CHOOSING AN OCCUPATION OR CAREER ARE:

Reason:	Rank Order in Class of '72		Rank Order in Class of '75		Rank Order in Class of '80	
	Most Import.	2nd Most Import.	Most Import.	2nd Most Import.	Most Import.	2nd Most Import.
Activities on the job	1	3	1	3	1	3
Money	2	1	2	1	2	1
Kinds of people I'll work with	3	2	3	2	3	2
Serving society	4	4	4	4	4	5
Like to work outdoors	5	6	5	6	6	6
Status or prestige of job	6	5	6	5	5	4
Parents' opinion of job	7	7	8	7	7	7
Friends' opinion of job	8	8	9	8	9	8
Like to work indoors	9	9	7	9	8	9

SOURCE OR PERSON MOST HELPFUL IN MAKING CAREER CHOICE

(Listed as arranged in questionnaire)	Class of '75			Class of '80		
	Percent		Composite	Percent		Composite
	Most Helpful	2nd Most Helpful	Rank Order	Most Helpful	2nd Most Helpful	Rank Order
Parents or relatives	32.8%	17.1%	1	38.7%	18.4%	1
Friend	10.5%	16.5%	2	8.4%	18.0%	2
High school teacher	8.3%	8.3%	5	8.3%	9.7%	5
School counselor	3.7%	6.5%	8	2.8%	5.8%	8
Sch. activity programs	3.5%	3.9%	9	4.1%	4.5%	8
Career info systems	1.0%	2.0%	11	1.3%	2.4%	11
Printed materials	4.7%	7.8%	7	4.0%	6.5%	7
TV and radio	2.3%	3.6%	10	2.4%	3.2%	10
Previous work experi.	9.5%	10.2%	3	9.8%	10.2%	4
High school courses	9.4%	9.1%	4	10.1%	10.1%	3
Other	7.3%	4.7%	6	7.6%	4.2%	6
Non-response	7.0%	10.1%	-	2.7%	7.0%	-
Totals	100.0%	100.0%		100.0%	100.0%	

HIGHLIGHTS OF SENIORS' MAIN OCCUPATIONAL OR CAREER CHOICES BY CAREER CLUSTERS

As can be seen in Table 7, "Seniors' Occupational Choices by Career Clusters (Areas)," the most popular clusters in the Class of '80 were:

1. Health and Medical Related--13 percent of all seniors,
2. Clerical--6.7 percent of all seniors, and
3. Teachers--also 6.7 percent of all seniors,
4. Engineers--6.4 percent,
5. Managers 6 percent,
6. Computer Related 4.9 percent.

Some of the highlights concerning seniors' choices of occupations are the following:

- 1. There is a continuing popularity of occupations in the Health and Medical Career Areas, although there was a slight decline in the Class of '80.

- 2. There is an increased interest in becoming Managers (from approximately 2% in 1966/1969 to 6% in 1980). (Note later in this report the largest part of the increase is due to females' interest.)

- 3. There was a significant increase in the proportion of seniors interested in Computer Related Occupations--which increased from 2.7% of the Class of '75 to nearly 5% in 1980.

- 4. There is a declining proportion of seniors selecting Teacher Careers (particularly Secondary Teachers). (This Area decreased from 10% of all seniors in the Class of '66 to 6.7% in '80.)

- 5. There was a decline in the choice of Engineering Careers from 1966 to 1972, with a notable recovery in the Classes of '75 and '80. (More females are interested in this area also.)

- 6. Although there has been a slight decline of interest in the Clerical Occupations since 1969, it is still one of the most popular career areas.

- 7. There was a steady increase in the proportion of students expressing an interest in careers in Agriculture through the Class of '75. However, there was a decline in 1980; for example, Forester, which was the choice of nearly 1% of all seniors in the Class of '75, dropped to only one half of one percent in 1980.

HIGHLIGHTS OF SENIORS'

MAIN OCCUPATIONAL OR CAREER CHOICES(CONTINUED)

Among the major objectives of these surveys are to assist seniors in deciding on an appropriate occupational or career choice, and then to help them make sound related educational and employment plans. Accordingly, a list of occupations was provided to each senior for review while making his or her choices or plans and completing the questionnaire.

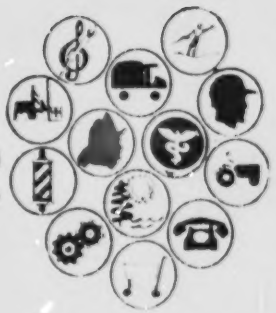
Seniors' choices of occupations are arranged in career clusters in this first presentation for convenience. The relative popularity of each career cluster is indicated by the percentage of students selecting occupations within that cluster. Comparisons are made between the Classes of '66, '69, '72, '75 and '80. Details of each occupational choice are presented later in Tables 8 and 8A.

TABLE 7

SENIORS' OCCUPATIONAL CHOICES BY CAREER CLUSTERS (AREAS)

OCCUPATIONAL CAREER CLUSTER (AREA)	1966 %	1969 %	1972 %	1975 %	1980 %	1980 #
Agriculture Related (excludes Veterinarian)	2.8	2.8	3.8	4.3	3.0	2,480
Apprentices (all types)	1.6	1.5	1.7	2.0	3.3	2,811
Clerical (excludes Sales, e.g., Cashiers or Retail Clerks)						
Bookkeepers	.7	.7	.7	.7	.7	579
Clerks (less sales)	.7	.6	.6	.9	1.1	909
Key Punch Operator/Data Typist	N.L.	.7	.5	.6	.7	579
Office Machine Operator	.3	.3	.1	.1	.1	83
Secretary or Stenographer	6.4	6.3	6.6	6.3	4.1	3,507
Typist		.7	.7	.3	.1	83
Clerical Totals	8.1	9.3	9.2	8.9	6.7	5,540
Computer Related	N.L.	3.2	2.7	2.7	4.9	4,051
Engineers (All types)	6.2	4.6	3.9	4.5	6.4	5,293
Health and Medical Related						
Dental Occupations	1.3	1.4	1.6	1.7	1.4	1,110
Medical Practitioners	1.8	1.7	2.4	2.7	2.3	1,902
Medical Technicians and Assistants	1.9	2.2	2.6	3.1	2.7	2,234
Nursing Occupations	2.9	3.1	4.4	4.4	3.4	2,890
Therapy and Rehabilitation	.6	.8	1.5	1.3	1.7	1,358
Other Medical and Health	1.0	1.0	1.1	1.4	1.5	1,193
Health Totals	9.5	10.2	13.6	14.7	13.0	10,607
Managers	2.1	2.0	2.6	2.6	6.0	4,961
Salespersons	.6	.6	.6	.6	.6	449
Teachers						
Pre-School or Kindergarten	4.6	4.4	.4	.5	.6	496
Elementary			2.4	1.4	1.4	1,157
Secondary (all)	5.4	5.3	6.3	5.0	3.8	3,144
Special Education	N.L.	N.L.	1.8	1.1	.8	661
College Professors/Instructors	N.L.	.2	.1	.1	.1	83
Teacher Totals	10.0	9.9	10.9	8.1	6.7	5,541
Technicians Technical (excludes Medical)	2.7	3.0	3.3	3.6	3.4	2,985

HIGHLIGHTS OF SENIORS' MAIN OCCUPATIONAL OR CAREER CHOICES OF MOST POPULAR OCCUPATIONS



The most popular occupational choices of high school seniors (each chosen by more than 1,500 seniors) include--Engineers, Managers, Accountants, Secretaries, Secondary School Teachers, Technicians (both Medical and Technical), Registered Nurses, Computer Programmers, Lawyers, Beauticians, and Auto Mechanics.

Among the trends that have developed over the past fifteen years in the changes of the more popular occupational choices of seniors are the following:

1. An impressive increase (>1%) in the proportion of seniors who have chosen certain popular occupations; these include

   ↑ Engineer
   Manager
   Accountant
   Computer Programmer.

It is important to note that in all of these occupations, there has been an important increase over previous years in the numbers of females who have become interested in related careers. Also, the computer field is a relatively new, dynamic field. In all cases, projections have indicated favorable career prospects and excellent salaries. (These articulate with a later finding of this study which indicates that the most important reasons for going to college include "Get prepared for a better job or career," and to "Make more money.")

2. A distinct decrease (>1%) in the following more popular occupations:

   ↓ Secretary or Stenographer
   Secondary School Teacher and
   Housewife.

3. Other (less impressive) gains are evident for:
   Lawyer
   Beautician (Cosmetologist), and
   Retail Store Manager.

4. Other less impressive losses are evident for:
   Automobile Mechanic
   Registered Nurse*
   Farmer
   Factory Worker
   Police or Security Officer
   Social Worker.

A growing proportion of these seniors are opting for 4-year college programs and fewer for 2-year or certificate programs. Details presented in Tables 16-18.

NOTE: *See Table 9 on following pages for complete listing of occupational choices.*

HIGHLIGHTS OF SENIORS'

MAIN OCCUPATIONAL OR CAREER CHOICES (CONTINUED)

BY MOST POPULAR OCCUPATIONS

There have been some important changes in the relative popularity (most frequently chosen) occupations during the past ten years. Table 8 below presents the rank order of the twenty-one most popular occupations in the Class of '80 with the comparative popularity in the preceding classes.

TABLE 8
RANK ORDER AND COMPARISON OF OCCUPATIONAL CHOICES

1980 Rank Order	Occupation	Classes of 1966 %	1969 %	1972 %	1975 %	1980* %	1980* No.
1	Engineers	6.2	4.5	3.8	4.5	6.4	5,293
2	Managers	2.1	2.0	2.6	2.6	6.0	4,961
3	Accountant or Auditor	4.2	1.7	2.2	3.7	5.1	4,216
4	Secretary or Stenographer	6.2	6.3	6.6	6.3	4.0	3,307
5	Secondary School Teachers	5.4	5.3	6.3	5.0	3.8	3,144
6	Apprentices (All types)	1.6	1.5	1.7	2.0	3.4	2,811
7	Technicians (Technical types)	2.7	3.0	3.3	3.6	3.4	2,985
8	Technicians & Assistants (Medical)	1.9	2.2	2.6	3.1	2.7	2,234
9	Registered Nurse (R.N.)	2.7**	2.3	3.0	3.0	2.3	1,901
10	Computer Programmer	N.L.	1.3	1.1	1.1	2.3	1,901
11	Lawyer or Judge	1.6	1.8	2.5	1.8	2.2	1,819
12	Beautician, Beauty Operator or Cosmetologist	1.6	1.8	1.6	1.3	2.0	1,653
13	Automobile mechanic or Repairman	1.5	2.0	2.9	2.7	1.8	1,488
14	Farmer; General, Speciality Crop, Dairy or Fruit	2.8†	2.3	1.8	2.0	1.5	1,240
15	Author, Journalist or Reporter	.6	.5	.3	1.2	1.5	1,240
16	Manager, Retail or Wholesale	.5	.4	.5	.7	1.4	1,157
17	Elementary (grade school) Teachers	4.6††	4.4††	2.4	1.4	1.4	1,157
18	Actor, Actress, Dancer or Entertainer	.4	.4	.5	.7	1.1	909
19	Clerks	.7	.6	.6	.9	1.1	909
20	Physician, Specialized Practice (MD)	1.4×	1.3×	1.6×	.9	1.1	909
21	Airline Hostess or Steward(ess) (Flight Attendants)	1.0	1.6	1.3	1.1	1.1	909
	Teacher; Phys. Ed. or Coaching	Not Listed		1.4	1.4	1.0	827
	Housewife	1.3	1.4	1.4	2.1	1.0	827
	Assembly or Production Worker in a Factory	1.5	1.4	1.3	1.8	1.0	827
	Police or Security Officers (incl. Detective, Guard or Sheriff)	.8	.8	1.2	1.7	.8	661
	Social Workers	1.3	1.5	1.6	1.2	.6××	496

Class of '80 % and No. based on relative frequency and expanded to the universe of the Class.

**includes LPN only in 1966.*

†includes Forester only in 1966.

††includes Kindergarten and Nursery Teachers in 1966 and 1969, which are listed separately in subsequent years.

×includes General Practice Physician.

××includes Sociologist, Social Service Aide.

TABLE 9

SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICES

By Occupations, Alphabetically Arranged

(Percentage Distribution)

Occupation	Classes of 1966 %	1969 %	1972 %	1975 %	1980* %	1980* #
Accountant or Auditor	4.2%	1.7%	2.2%	3.7%	5.1%	4,216
Actor, Actress, Dancer or Entertainer	.4	.4	.5	.7	1.1	909
Advertising Agent or Rel. Occupation	.3	.2	.2	.3	.6	496
AGRICULTURAL RELATED OCCUPATIONS						
Agricultural Engineer (See Engineers)						
Agronomist or Geneticist	N.L.	N.L.	N.L.	.1	.1	83
Animal Technician (Veterinarian Assistant)	N.L.	.1	.2	.4	.2	165
Conservationist, Soil or Range Manager	N.L.	N.L.	.6	.6	.4	331
Farmer; General, Speciality Crop, Dairy or Fruit	2.8	2.3	1.8	2.0	1.5	1,240
Forester		.4	1.0	.9	.5	413
Horticulturist	N.L.	N.L.	.2	.3	.3	248
Veterinarian (See Health Related)						
Agriculture Related Sub-total	2.8	2.8	3.8	4.3	3.0	2,480
Airline Hostess or Steward(ess)	1.0	1.6	1.3	1.1	1.1	909
Airplane Mechanic (See Technicians)	.1	.2	.2	.3	.4	331
Announcer or Broadcaster, Radio or TV	N.L.	N.L.	N.L.	.5	.8	661
APPRENTICES						
Carpenter Apprentice	N.L.	.1	.3	.4	.6	496
Electrician Apprentice	N.L.	.1	.3	.4	.6	496
Metal Working Apprentice	N.L.	.3	.2	.4	.6	496
Plumber or Pipefitter Apprentice	N.L.	.1	.1	.2	.4	331
Printing Trade Apprentice	N.L.	.1	.2	.1	.3	248
Other Construction Trade Apprentice	N.L.	.2	.2	.2	.4	331
Other Apprentice (Not listed above)	1.6	.6	.4	.3	.5	413
Apprentice Sub-total	1.6	1.5	1.7	2.0	3.4	2,811
Architect	1.0	1.0	1.1	1.0	1.0	827
Artist or Sculptor (Not a Teacher)	(Not Broken Out)			1.0	1.0	827
Assembly or Production Worker in a Factory	1.5	1.4	1.3	1.8	1.0	827
Athlete or Sports Official (Not a Teacher)	(Not Broken Out)			.4	.3	248
Attendant, Service Station (Not Automobile Mech.)	N.L.	<.1	<.1	<.1	<.1	35
Author, Journalist or Reporter	.6	.5	.3	1.2	1.5	1,240
Automobile Mechanic or Repairman	1.5	2.0	2.9	2.7	1.8	1,488
Banker (Manager) (See Managers)						
Barber	.1	.1	.1	.1	.1	83
Bartender	.2	.2	.2	.2	.3	248
Beautician, Beauty Operator or Cosmetologist	1.6	1.8	1.6	1.3	2.0	1,653
Biochemist	Not Listed				.1	83
Biologist (Not a Teacher) See Life Scientist	N.L.	N.L.	.6	.3	.3	248
Bookkeeper	.7	.7	.7	.7	.7	579
Brick and Stone Mason or Tile Setter	.1	.1	.1	.2	.1	83
Building Constructor or Contractor	.3	.3	.3	.2	.4	331
Buyer or Purchasing Agent	.2	.1	.1	.2	.3	248

If fewer than 35 students chose an occupation, it is not shown.
**Class of '80 % and # based on relative frequency.*
Class of '66 N=70,000, Class of '69 N=75,315, Class of '72 N=81,523, Class of '75 N=82,654, Class of '80 N=82,668.

TABLE 9 (CONT.)

SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICES (CONTINUED)

Occupation	Classes of 1966 %	1969 %	1972 %	1975 %	1980 %	1980 #
Cabinet Maker	.2%	.1%	.1%	.1%	.1%	83
Carpenter	.4	.3	.5	.7	.6	496
Cashiers, Retail Stores & Banks (See Clerks)	.7	.6	.7	1.1	1.0	827
Cement Mason or Worker	N.L.	<.1	<.1	.1	<.1	35
Chemist (Not a Teacher)	.5	.3	.3	.2	.2	165
Clergyman; Minister, Priest, or Rabbi	.6	.5	.5	.4	.4	331
Clerk (incl. File, General, Sales, Post-office, or Special Clerk; does not include Cashier who handles customer payments)	.7	.6	.6	.9	1.1	909
Commercial Artist or Industrial Illustrator	.2	.2	.3	.6	.6	496
COMPUTER RELATED						
Computer Systems Analyst	N.L.	.4	.2	.3	1.0	827
Computer Keypunch or Data Typist	N.L.	.7	.5	.6	.7	579
Computer Operations Manager	N.L.	.1	.1	.2	.3	248
Computer Programmer	N.L.	1.3	1.1	1.1	2.3	1,901
Computer or Related Equipment Operator	N.L.	.7	.8	.5	.6	496
Computer Sub-total	--	3.2	2.7	2.7	4.9	4,051
Construction Machinery or Equipment Operator	.4	.4	.4	1.0	.7	579
Construction Worker (See Brick Mason, Building Contractor, Carpenter, Cement Mason, Painter or Plumber)						
Cook or Chef	.1	.1	.1	.3	.5	413
Dental Occupations (See Health Rel. Occup.)						
Diesel Mechanic	N.L.	N.L.	.5	.6	1.0	827
Dietician	.2	.1	.2	.2	.3	248
Doctors (See Health Related Occupations)						
Dressmaker or Seamstress (See Tailor)	.2	.1	.1	.2	.2	165
Draftsman (See Technicians)						
Driver, Bus or Taxi	.1	.1	.2	.1	.1	83
Driver, Truck or Routeman	.2	.2	.3	.9	.7	579
Economist (Not a Teacher)	Not Broken Out		.1	.1	.2	165
Embalmer or Undertaker	.2	.1	.1	.2	.1	83
Electrician (Also see Apprentices & Technicians)	.6	.5	.4	.5	.3	248
Electronics Repairman, Radio or TV (See Techns.)	.5	.5	.6	.3	.3	248
ENGINEERS						
Aeronautical or Astronautical Engineer	N	.5	.2	.2	.6	496
Agricultural Engineer	o	.1	.1	.2	.3	248
Biomedical Engineer	t	N.L.	N.L.	.1	.1	83
Chemical Engineer		.3	.2	.3	.4	331
Civil Engineer	B	.4	.4	.4	.3	248
Construction Engineer	r	N.L.	N.L.	.2	.2	165
Electrical Engineer	o	1.4	1.1	.9	1.6	1,323
Environmental Engineer	k	N.L.	.1	.1	.1	83
Industrial Engineer	e	.5	.4	.2	.3	248
Mechanical Engineer	n	1.2	1.2	.8	1.3	1,075
Metallurgical Engineer or Metallurgist		.0	.0	.1	.1	83
Mining or Petroleum Engineer	0	.0	.0	<.1	.1	83
Nuclear Engineer	u	.1	.1	.1	.1	83
Sanitary Engineer	t	.0	.0	<.1	.0	--
Undecided Field in Engineering		N.L.	N.L.	.7	.9	744
Engineers Sub-total	6.2	4.5	3.8	4.5	6.4	5,293

TABLE 9 (CONT.)

SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICES (CONTINUED)

Occupation	Classes of 1966 %	1969 %	1972 %	1975 %	1980 %	1980 #
FBI Agent	Not Listed				.7%	579
Factory Worker, Assembly or Production Worker	1.5	1.4	1.3	1.8	1.0	827
Fireman or Fire Fighter; Paid, not Volunteer	.1	.1	.1	.1	.2	165
Floral Designer	Not Listed				.3	248
Foreman or Supervisor of Workers	N.L.	.1	.2	.2	.1	83
Geo-scientists; Geologist or Geophysicist (Not a Teacher)	N.L.	N.L.	.1	.1	.1	83
Guidance Counselor or Student Advisor	N.L.	.1	.1	.1	.2	165
HEALTH RELATED OCCUPATIONS						
Dental Occupations						
Dental Assistant	.5	.6	.7	.8	.5	413
Dental Hygienist	.3	.3	.4	.4	.4	331
Dental Laboratory Technician	.1	.1	.1	.1	<.1	35
Dentist	.4	.4	.4	.4	.4	331
Dental Sub-total	1.3	1.4	1.6	1.7	1.4	1,110
Medical Practitioners						
Chiropractor	N.L.	N.L.	N.L.	<.1	.1	83
Optometrist	N.L.	N.L.	.2	.1	.1	83
Osteopath Physician	N.L.	N.L.	N.L.	<.1	Not Listed	
Physician, General Practice (M.D.)	1.4	1.3	1.6	.7	.4	331
Physician, Specialized Practice (M.D.)				.9	1.1	909
Podiatrist (Foot Specialist)	N.L.	N.L.	N.L.	<.1	.0	--
Veterinarian (D.V.M.)	.4	.4	.6	.7	.6	496
Medical Practitioner Sub-total	1.8	1.7	2.4	2.7	2.3	1,902
Medical Related Technicians*						
Animal Technician Registered	N.L.	.3	.4	.4	.1	83
Emergency Medical Technician (EMT)	Not Listed				.2	165
Hospital Ward Clerk	.1	.1	.1	<.1	.1	83
Hospital Worker, Not otherwise listed	N.L.	.1	.1	.1	.1	83
Medical Assistant	.4	.4	.5	.4	.3	248
Medical Laboratory Technician	.3	.3	.3	.6	.5	413
Medical Record Technician or Clerk	.3	.0	.0	.1	.1	83
Medical Secretary		.1	.3	.2	.3	248
Operating Room Technician	N.L.	.1	.1	.2	.1	83
Optometric Assistant	N.L.	N.L.	N.L.	.1	.1	83
Physician's Assistant	N.L.	N.L.	N.L.	.1	.1	83
Radiologic (X-ray) Technologist	.4	.4	.6	.6	.4	331
Other Medical Technician (Not listed above)	.4	.4	.2	.2	.3	248
Medical Related Technicians Sub-total	1.9	2.2	2.6	3.1	2.7	2,234
Nursing Occupations						
Registered Nurse (R.N.)	2.7	2.3	3.0	3.0	2.3	1,901
Licensed Practical Nurse (LPN)		.7	1.1	1.0	.6	496
Nursing Aide, Orderly or Attendant (incl. Psychiatric Aide)	.2	.1	.3	.5	.5	413
Nursing Sub-total	2.9	3.1	4.4	4.5	3.4	2,810

*Technicians usually require about two years of training after graduation from high school.

TABLE 9 (CONT.)

SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICES (CONTINUED)

Occupation	Classes of 1966 %	1969 %	1972 %	1975 %	1980 %	1980 #
HEALTH RELATED OCCUPATIONS CONTINUED						
Therapy and Rehabilitation						
Occupational Therapist	.1%	.1%	.2%	.2%	.2	165
Occupational Therapy Assistant	N.L.	N.L.	.1	.1	<.1	35
Physical Therapist	.3	.4	.7	.7	.8	661
Physical Therapy Assistant	Not Listed				.1	83
Respiratory (Inhalation) Therapist	N.L.	.1	.1	.1	.1	83
Speech Pathologist, Audiologist or Speech & Hearing Clinician	.2	.2	.4	.2	.4	331
Therapy and Rehabilitation Sub-total	.6	.8	1.5	1.3	1.7	1,358
Other Medical and Health Related Occupations						
Bio-Medical Engineering Technician	N.L.	.1	.1	<.1	.1	83
Dietitian	.2	.1	.2	.2	.3	248
Health Service Administrator	Not Listed				<.1	35
Hospital Administrator or Manager	N.L.	.1	.1	<.1	.1	83
Pharmacist	.5	.5	.6	.7	.3	248
Other Medical or Health Related Occupation, Not listed	.3	.2	.1	.3	.6	496
Other Medical & Health Sub-total	1.0	1.0	1.1	1.4	1.5	1,193
Health Related Total	9.5	10.2	13.6	14.7	13.0	10,607
Historian (Not a Teacher)	N.L.	N.L.	.1	.1	.1	83
Home Economist (Not a Teacher)	N.L.	.3	.3	.3	.1	83
Housewife	1.3	1.4	1.4	2.1	1.0	827
Industrial Illustrator or Commercial Artist	N.L.	.1	.1	.1	.6	496
Industrial (Assy) Production Worker	1.5	1.4	1.3	1.8	1.0	827
Insurance Actuary, Claims Representative or Underwriter	Not Listed				.1	83
Interior Decorator or Designer	.3	.2	.3	.8	.7	579
Laboratory Technicians or Assistants (See Technicians and Health Rel. Occupations)						
Interpreter (Foreign Language)	Not Listed				.2	165
Journalist, Author or Reporter	.5	.6	.8	1.2	1.5	1,240
Landscape Architect	Not Listed				.2	165
Land Surveyor	N.L.	<.1	<.1	<.1	<.1	35
Lawyer or Judge	1.6	1.8	2.5	1.8	2.2	1,819
Librarian	.2	.2	.2	.1	.1	83
Librarian Assistant or Aide	--	--	--	<.1	<.1	35
Licensed Practical Nurse (LPN) See Health Related Occupations						
Life Scientist (See Biologist)						
Lineman or Serviceman, Elect. Power or Tele.	N.L.	.0	.1	.1	.1	83
Lithographer (See Printer)						
Machinery Maintenanceman or Millwright	.5	.4	.3	.1	.1	83
Machinist or Machine Shop Related Occupations (Not Sheet Metal Wrk.)	.2	.2	.3	.5	.4	331
Marketing Research Worker	Not Listed				.4	331
Maid or Housekeeper	N.L.	<.1	<.1	<.1	.1	83

TABLE 9 (CONT.)

SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICES (CONTINUED)

Occupation	Classes of 1966 %	1969 %	1972 %	1975 %	1980 %	1980 #
MANAGERS						
Manager, Bank		Not Listed			.7	579
Manager, Cafeteria or Restaurant	.2	.2	.2	.3	.8	661
Manager, Computer Operations	N.L.	.1	.1	.2	.3	248
Manager, Hospital	N.L.	N.L.	N.L.	<.1	.1	83
Manager, Hotel, Motel or Apartment House	.2	.2	.3	.2	.4	331
Manager or Supervisor, Industrial	.4	.4	.4	.3	.3	248
Manager, Office (General)	.4	.4	.5	.3	.7	579
Manager, Personnel		Not Listed			.3	248
Manager, Retail or Wholesale Operations	.5	.4	.5	.7	1.4	1,157
Manager, Other, Not listed	.4	.3	.6	.5	1.0	827
Managers Sub-total	2.1	2.0	2.6	2.6	6.0	4,961
Mathematician or Statistician (Not a Teacher)	N.L.	.4	.4	.2	.2	165
Meatcutter or Butcher	.1	.1	.1	.3	.1	83
Mechanics or Repairman (See Automobile or Diesel Mechanic, Technicians or Machinery Maintenanceman)						
Military, Enlisted; All Services	N.L.	N.L.	.5	.9	.7	579
Military, Commissioned Officer; All Services (Incl. Academies)	N.L.	N.L.	.6	.4	.2	165
Musician (Not a Teacher)	.7	.8	.8	.9	.6	496
Nurses (See Health Rel. Occupations)						
Oceanographer	N.L.	N.L.	.4	.2	.1	83
Office Machine Operator/Repairman	.3	.3	.1	.1	.1	83
Painter or Paperhanger	N.L.	.0	.0	.1	.0	--
Pharmacist (See Health Rel. Occupations)						
Photographer, Photo Processing or Rel. Occup.	.2	.2	.4	.5	.6	496
Physicist (Not a Teacher)	.5	.5	.2	.1	.1	83
Pilot, Commercial Aviation	.6	.5	.5	.4	.2	165
Plumber or Pipefitter (Also see Apprentices)	.1	.1	.1	.1	.1	83
Police or Security Officers (incl. Detective, Guard or Sheriff)	.8	.8	1.2	1.7	.8	661
Political Scientist		Not Listed			.1	83
Printer, Pressman or Rel. Occupations	.2	.1	.2	.3	.1	83
Production or Assembly Worker in Factory	1.5	1.4	1.3	1.8	1.0	827
Psychologist (Not a Teacher)	Unknown	.7	1.0	.9	.7	579
Public Relations Worker		Not Listed			.3	248
Registered Nurse (R.N.) (See Health Rel. Occup.)						
Reporter, Newspaper (See Journalist, Author or Reporter)						
Retail Clerk (See Clerk or Cashier)	.4	.4	.3	.3	1.1	909
SALESPERSONS						
Salesman, Insurance (Also see Insur. Actuary)	.4	.1	.1	.1	<.1	35
Salesman, Manufacturers' Products		.2	.2	.2	.1	83
Salesman, Real Estate and Broker		.1	.1	.1	.1	83
Sales Workers (See Advertising, Clerk, Cashier or Managers)	.2	.2	.2	.2	.1	83
Salesman (Not listed elsewhere)		Not Listed			.2	165
Salespersons Sub-total	.6	.6	.6	.6	.6	449

TABLE 9 (CONT.)

SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICES (CONTINUED)

Occupation	Classes of 1966 %	1969 %	1972 %	1975 %	1980 %	1980 #
Secretary or Stenographer (Combined)	6.2	6.3	6.6	6.3	4.0	3,307
Sheet Metal Worker (Not Machinist)	.1	.1	.1	.1	.0	--
Sociologist (Not a Teacher)	.4	.3	.3	.1	.1	83
Social Service or Welfare Aide				.2	<.1	35
Social Worker	1.3	1.5	1.6	1.2	.4	331
TEACHERS						
Pre-school or Kindergarten Teachers	4.6	4.4	.4	.5	.6	496
Elementary (grade school) Teachers			2.4	1.4	1.4	1,157
Special Education Teachers (incl. handicapped or exceptional children)	N.L.	N.L.	1.8	1.1	.8	661
High School or Junior High School Teachers						
Agriculture			<.1	<.1	.1	83
Art			.4	.4	.3	248
Business and Office			.5	.2	.3	248
Communications (Speech or Dramatics)			.1	.1	.1	83
Distributive Education			<.1	<.1	.1	83
English			.5	.3	.2	165
Health Related			.2	<.1	.0	--
Home Economics			.4	.2	.1	83
Industrial Arts			.2	.1	.1	83
Languages, Modern or Foreign			.4	.2	.1	83
Library Science			N.L.	<.1	.1	83
Life Sciences (Biology, Botany or Ecology)			.1	.1	.1	83
Mathematics			.5	.2	.2	165
Music			.5	.7	.5	413
Physical Education and Coaching			1.4	1.4	1.0	827
Physical Sciences (Chemistry or Physics)			.1	.1	.0	--
Vocational, Trade & Industrial, or Technical Education			.1	.1	.1	83
Social Sciences (Sociology, Civics, History or Economics)			.7	.4	.3	248
Other Subject Areas (Not listed above)	--	--	--	.1	.1	83
Secondary Teachers Sub-total	5.4	5.3	6.3	5.0	3.8	3,144
College or University Professor or Instructor	N.L.	.2	.1	.1	.1	83

TABLE 9 (CONT.)

SENIORS' MAIN VOCATIONAL OR PROFESSIONAL CAREER CHOICES (CONTINUED)

Occupation	Classes of 1966 %	1969 %	1972 %	1975 %	1980 %	1980 #
TECHNICIANS: Engineering or Science Support Related Fields (Does not include medical related technicians or Auto and Diesel Mechanics)						
Technicians, (Technical and Kindred Types)*						
Architectural Technician	N.L.	.1	.1	.1	.1	83
Aviation Electronics Technician	N.L.	.1	.1	.1	.1	83
Aviation Maintenance Technician; Airframe or Power-plant Mechanic	N.L.	.1	.1	.3	.4	331
Biological Technician	N.L.	N.L.	<.1	<.1	.0	--
Chemical Technician	N.L.	--	<.1	<.1	.0	--
Civil Engineering Technician	N.L.	<.1	<.1	<.1	.0	--
Construction Technician (Building)	N.L.	N.L.	.3	.3	.1	83
Draftsman (incl. Mechanical Drafting and Design Technology)	1.0	1.0	.7	.7	.5	413
Electrical or Electronics Engr. Techn.	.8	.9	.9	.9	.8	661
Environmental and Pollution Control Techn.	N.L.	.1	.1	.1	.1	83
Geo-science, Petroleum or Mining Techn.	N.L.	N.L.	<.1	<.1	.0	--
Industrial Technician	N.L.	.2	.2	.2	.0	--
Mechanical Engineering Technician	N.L.	.2	.2	.2	.2	165
Other Technical Type Technicians, Not Listed	.9	.2	.2	.3	.1	83
Technicians Sub-total	2.7	3.0	3.3	3.6	2.4	1,985
Tool or Die Maker (Also see Machinist)	.3	.2	.2	.3	.2	165
Typist (Also see Secretary)	N.L.	.7	.7	.3	.1	83
Waitress, Waiter or Dining Room Attendant	.2	.2	.3	.3	.1	83
Water or Sanitary Works Operator	N.L.	N.L.	<.1	<.1	.0	--
Welder and Flamecutter	.4	.4	.5	.7	.4	331
Other Professional Occupation, Not Listed					.8	661
Other Service Occupation, Not Listed			Not Available		.3	248
Other Skilled Worker Occupation, Not Listed					.3	248

CHAPTER IV
PLANS OF HIGH SCHOOL SENIORS WHO PLAN TO CONTINUE THEIR EDUCATION IMMEDIATELY UPON GRADUATION

(Data concerning seniors who plan to delay continuing their education for six months or longer after graduation--or do not plan to continue their education--are presented later in Chapters V and VI.)

HIGHLIGHTS OF SENIORS' CHOICES OF COLLEGES, UNIVERSITIES, AND OTHER POSTSECONDARY INSTITUTIONS

GENERAL TRENDS

Two thirds of all seniors responding to the questionnaire in the Class of '69 identified a specific college or university--or other postsecondary institution they planned to attend after graduation. (Seniors planning part-time as well as full-time education are included.) The proportion identifying a college or university of their choice decreased with each subsequent class to about 57% of all seniors in the Class of '75, but recovered slightly to 58.5% in 1980.

Seniors Plan to Attend--	Seniors in Class of 1969	1972	1975	1980 %	1980 Number
Indiana Public Supported College or University*	37.7%	35.9%	31.6%	34.7%	28,689*
Indiana Private College or University	7.1%	7.8%	7.5%	7.9%	6,513
All Other Colleges, Universities or Postsecondary Institutions**	25.7%	19.8%	18.0%	15.9%	13,108
Totals	66.5%	63.5%	57.1%	58.5%	48,310

**Includes 2,002 seniors for IVTC.*
***Includes apprenticeship, business, vocational, and out-of-state schools.*

DISTRIBUTION BY TYPE INSTITUTION PLANNED--BY ETHNIC GROUP

The following table shows the distribution of high school seniors by type institution they plan to enroll in. (The ethnic group presentation is a sample of the detailed break-out by race and by sex in following chapters.)

TABLE 10
SENIORS PLANNING POSTSECONDARY EDUCATION
WITHIN SIX MONTHS AFTER GRADUATION--CLASS OF '80
(BY ETHNIC GROUP)

Ethnic Group	PLAN TO ATTEND: College or Univ. in Indiana Public	Private	Other Postsecondary Institution	Total Number	Percent of Total
Indian	370	69	336	775	1.6%
Asian	206	48	110	364	.8%
Black	2,015	206	1,522	3,743	7.8%
Spanish (Hispanic)	418	75	288	782	1.6%
White	25,036	5,985	10,324	41,344	85.6%
Other	644	130	528	1,303	2.7%
Totals	28,689	6,513	13,108	48,310	100 %

NOTE: These 48,310 seniors represent the group who do plan to continue their education full time or part time after graduation from high school; they represent 58.5% of the total Class of '80 which is made up of 82,668 seniors.

PLANS OF HIGH SCHOOL SENIORS WHO PLAN TO FURTHER THEIR EDUCATION IMMEDIATELY UPON GRADUATION

Each senior in this group was asked to indicate: (1) which college or university he or she planned to attend, (2) why he selected that particular school, (3) what his program (curriculum) choice was, (4) where it was located, and (5) how he planned to finance his education. The following table presents the proportion of high school seniors who identified public college or university in Indiana, that they planned to attend.

TABLE 11

PUBLIC COLLEGE OR UNIVERSITY PREFERRED (LOCATED IN INDIANA) (IVTC ON PAGE 27)

Name and Location	Class of '69 %	Class of '72 %	Class of '75 %	Class of '80 %	Class of '80 #
BALL STATE UNIVERSITY	6.1%	5.7%	4.5%	6.3%	5,162
INDIANA STATE UNIVERSITY	6.1%	4.3%	3.2%	3.2%	2,680
Terre Haute Campus	4.7%	3.1%	2.4%	2.4%	1,974
Evansville Campus	.6%	.8%	.6%	.7%	596
I.S.U. Location Undecided	.8%	.3%	.2%	.1%	110
INDIANA UNIVERSITY	12.6%	13.0%	11.0%	10.9%	8,954
Bloomington Campus	5.9%	7.0%	6.2%	5.4%	4,429
East Campus, Richmond	.2%	.1%	.1%	.1%	103
Fort Wayne Campus	1.1%	1.1%	1.0%	1.3%	1,028
Indianapolis Campus (IUPUI)	1.2%	1.6%	1.0%	1.6%	1,289
Kokomo Campus	.4%	.5%	.3%	.1%	62
Northwest Campus, Gary	1.1%	.6%	.7%	.4%	350
South Bend Campus	1.0%	.9%	.7%	.9%	747
Southeast Campus, New Albany	.7%	.6%	.6%	1.0%	843
I.U. Location Undecided	.8%	.4%	.3%	.1%	103
PURDUE UNIVERSITY	9.0%	8.4%	8.9%	10.5%	8,542
West Lafayette Campus	5.4%	5.7%	6.2%	7.6%	6,204
Calumet Campus, Hammond	1.0%	.9%	1.1%	1.0%	788
Fort Wayne Campus	.7%	.6%	.6%	1.0%	788
Indianapolis Campus (IUPUI)	.8%	.6%	.4%	.4%	336
North Central Campus, Westville	.6%	.4%	.2%	.4%	322
Purdue at I.U. Southeast, New Albany	--	--	--	.0%	21
Purdue at Vincennes	--	--	.1%	.0%	14
Purdue Location Undecided	.6%	.2%	.3%	.1%	69
VINCENNES UNIVERSITY	2.1%	1.8%	1.5%	1.9%	1,563
Vincennes Campus	1.2%	1.5%	1.3%	1.8%	1,515
Vincennes Univ. Location Undecided	.9%	.3%	.2%	.1%	48
SUB-TOTALS, ABOVE INSTITUTIONS	35.9%	33.2%	29.1%	32.8%	26,901

The rank order of popularity of public institutions has remained the same since the Class of '72. Namely, 1st Indiana University, 2nd Purdue University, 3rd Ball State University, 4th Indiana State University, 5th IVTC, and 6th Vincennes University.

TABLE 11 (CONTINUED)
PUBLIC COLLEGE OR UNIVERSITY PREFERRED
CHOICE OF INDIANA VOCATIONAL TECHNICAL COLLEGE INSTITUTE

Region and Technical Institute	Class of '69 %	Class of '72 %	Class of '75 %	Class of '80 %	Class of '80 #
1 Hammond-Gary-Michigan City Area	.2%	.2%	.2%	.3%	206
2 Elkhart-Mishawaka-South Bend Area	.4%	.3%	.2%	.1%	103
3 Fort Wayne-Huntington Area	.1%	.2%	.2%	.3%	247
4 Crawfordsville-Lafayette Area	.1%	.2%	.2%	.3%	233
5 Kokomo-Logansport-Peru-Wabash Area	--	.1%	.1%	.1%	75
6 Anderson-Marion-Muncie Area	--	--	.1%	.2%	123
7 Terre Haute Area	.1%	.3%	.2%	.1%	96
8 Indianapolis Area	.3%	.5%	.5%	.5%	404
9 Connersville-New Castle-Richmond Area	--	.1%	.1%	.1%	48
10 Bedford-Bloomington-Columbus-Greensburg	--	.1%	.1%	.1%	89
11 Aurora-Madison-North Vernon Area	--	--	.0%	.0%	21
12 Evansville-Jasper-Vincennes-Washington	.1%	.2%	.2%	.2%	144
13 Jeffersonville-New Albany-Sellersburg	--	--	.1%	.1%	55
I.V.T.C. Location Undecided	.4%	.5%	.3%	.2%	158
TOTAL: IVY TECH	1.8%	2.7%	2.6%	2.6%	2,002

The percentage of high school seniors who identified an IVTC institute has remained relatively constant at 2.6% of each class since 1972, representing slightly more than 2,000 students. However, data show* that more than 3,000 graduates of the Class of '78-80 enrolled in an IVTC program the following year, which indicates that reported intentions to enroll in IVTC while still in high school are understated significantly.

NOTE: Seniors' choices of Private colleges or universities are shown on pages 28 and 29 (Table 12).

**Source: "Postsecondary Education in Indiana..." Manpower Report 80-2. op. cit.*

HIGHLIGHTS OF SENIORS' CHOICES OF PRIVATE COLLEGES OR UNIVERSITIES IN INDIANA

More than 7 percent of all seniors participating in surveys from the Classes of '66, '69, '72 and '75 identified a private college or university in Indiana which they planned to attend immediately after graduation from high school. About 6,200 seniors in the Class of '80 (7.5% of the class) identified the specific private institution of their choice.

The rank order of the top twelve private colleges and universities in Indiana, most popular with high school seniors in 1980 was:

INSTITUTION	Rank	Number of Seniors
Univ. of Evansville	1st	590
Butler University	2nd	514
Indiana Central Univ.	3rd	466
DePauw University	4th	459
Manchester College	5th	411
Univ. of Notre Dame	6th	281
Hanover College	7th	267
Valparaiso Univ.	8th	247
Wabash College	9th	233
Marian College	10th	206
Franklin College	11th	199
Oakland City College	12th	185

The above rank order (Class of '80) is quite similar to the rank order in the Class of '75; however, Butler and DePauw Universities, and Manchester, Hanover, and Marian Colleges moved up, while the University of Notre Dame moved down in the latest rankings. (For more details and complete listing, see facing page.)

TABLE 12
HIGH SCHOOL SENIORS' CHOICES OF PRIVATE COLLEGES AND UNIVERSITIES IN INDIANA

Institution	Percent Distribution Class of '69	Class of '72	Class of '75	Class of '80 %	Class of '80 #
Ancilla College, Donaldson	--	.1%	--	.0%	21
Anderson College, Anderson	.3%	.2%	.2%	.2%	158
Bethel College, Mishawaka	.1%	.1%	.1%	.2%	151
Butler University, Indianapolis	.4%	.5%	.4%	.6%	514
Calumet College, Whiting	Not Listed			.1%	89
DePauw University, Greencastle	.3%	.5%	.4%	.6%	459
Earlham College, Richmond	.1%	.1%	.1%	.1%	103
Evansville, University of, Evansville	.9%	1.0%	.8%	.7%	590
Fort Wayne Bible College, Fort Wayne	.1%	.1%	.1%	.0%	34
Franklin College of Indiana, Franklin	.1%	.2%	.2%	.2%	199
Goshen College, Goshen	.1%	.1%	.1%	.1%	75
Grace Theological Seminary & College, Winona L	.1%	.1%	.1%	.1%	41
Hanover College, Hanover	.3%	.3%	.2%	.3%	267
Holy Cross Jr. College, South Bend	.1%	.1%	.1%	.1%	96
Huntington College, Huntington	.1%	.1%	.1%	.1%	75
Indiana Central College, Indianapolis	.6%	.6%	.5%	.6%	466
Ind. Institute of Technology, Fort Wayne	.1%	.1%	.1%	.2%	178
Manchester College, North Manchester	.5%	.4%	.4%	.5%	411
Marian College, Indianapolis	.2%	.2%	.1%	.3%	206
Marion College, Marion	.1%	.1%	.1%	.1%	82
Northwood Institute, West Baden	Not Listed	.1%	.1%	.1%	41
Notre Dame, University of, South Bend	.2%	.3%	.5%	.3%	281
Oakland City College, Oakland City	.2%	.1%	.2%	.2%	185
Rose Hulman Inst. of Technol., Terre Haute	.4%	.4%	.3%	.2%	178
St. Francis College, Fort Wayne	.2%	.1%	.1%	.1%	96
St. Joseph's College, Rensselaer	.2%	.1%	.2%	.2%	171
St. Mary-of-the-Woods College, Terre Haute	.1%	.1%	.1%	.1%	62
St. Mary's College, South Bend	.1%	.1%	.1%	.1%	89
Taylor University, Upland	.2%	.2%	.2%	.2%	158
Tri-State College, Angola	.2%	.2%	.2%	.2%	165
Valparaiso Technical Institute, Valparaiso	.1%	.1%	.1%	.1%	75
Valparaiso University, Valparaiso	.4%	.3%	.4%	.3%	247
Wabash College, Crawfordsville	.3%	.2%	.3%	.3%	233
(Private Coll./Univ.) Totals	7.1	7.2%	6.9%	7.5%	6,196
Other Private College or University	Not Listed		.8%	.5%	384

TABLE 13
SENIORS' CHOICES OF TRAINING INSTITUTION OTHER THAN A PUBLIC OR PRIVATE COLLEGE OR UNIVERSITY IN INDIANA

Seniors were asked if they planned to attend an institution other than a public or private college or university in Indiana by checking their choice of the following:

Type of Institution or Program	Percentage Distribution Class of '69	Class of '72	Class of '75	Class of '80 %	Class of '80 No.*
College or university out of state	7.8%	6.8%	7.0%	6.7%	5,532
Business school in Indiana	9.5%	2.5%	2.3%	1.7%	1,385
Business school out of state			.7%	.7%	535
Other vocational school in Indiana		4.4%	3.0%	3.8%	3,153
Other vocational school out of state			1.1%	1.0%	802
Trade apprenticeship program	3.6%	2.3%	1.2%	.8%	658
Other	4.8%	3.8%	1.9%	1.5%	1,207
Sub-Total	25.7%	19.8%	17.2%	16.2%	13,272
Balance of Class	74.3%	80.2%	82.8%	83.8%	68,731
Totals	100.0%	100.0%	100.0%	100.0%	82,003

Expanded to the universe of the Class.

HIGHLIGHTS OF DATA FROM TABLE 13 ABOVE

The proportion of seniors who plan to continue their education and training in an institution other than a public or private college or university in Indiana, has been decreasing in each subsequent survey. In the above table, it can be seen there is a drop in the proportion of seniors who plan to enter an apprenticeship training program (explained in part by the current recession's effects, undoubtedly because of high unemployment, resulting in less emphasis on enrolling new apprentice trainees). The proportions of seniors planning to enroll in other vocational schools in Indiana are up slightly in the Class of '80 over the Class of '75.

There is a trend developing for a smaller proportion of Indiana seniors planning to attend a college or university out-of-state. (There has also been a drop in the number of out-of-state students who in-migrate to Indiana for their postsecondary education.)*

*Source: "Postsecondary Education in Indiana..." Manpower Report 80-2, op. cit.

RECAP (SUMMARY) OF THE PLANS OF SENIORS IN INDIANA'S HIGH SCHOOL CLASS OF '80 TO ATTEND CERTAIN TYPES OF POSTSECONDARY INSTITUTIONS

As stated earlier, 48,310 seniors identified the type of postsecondary institution they planned to enroll in upon graduation, either full time or part time. This group represents more than 58% of the Class of '80, which was made up of 82,668 seniors. A summary of their choices is presented below.

TABLE 14
SUMMARY OF POSTSECONDARY INSTITUTION CHOICES

Type of Institution	# of Srs.	% of Responders
Public College or* Univ. in Indiana	28,689	59.4%
Private College or Univ. in Indiana	6,513	13.5%
College or Univ. Out-of-State	5,471	11.3%
Business School in Indiana	1,358	2.8%
Business School Out-of-State	534	1.1%
Other Vocational School in Indiana	3,126	6.5%
Other Vocational School Out-of-State	775	1.6%
Apprenticeship Program	658	1.4%
Other	1,186	2.5%
TOTALS	48,310	100 %

*Includes I.V.T.C.

NOTE: *The distribution of these seniors by sex and ethnic group are shown in following chapters.*

HIGHLIGHTS OF THE MOST IMPORTANT REASONS FOR SELECTING A PARTICULAR SCHOOL OR COLLEGE

There is considerable consistency in the rank order of the most important reasons why seniors choose a particular college. By far, the most important reason given is "Offers what I want to study." A much weaker second choice is "Location near home," followed by the "Reputation or prestige of school" which was added in the '75 and '80 surveys. Amount of tuition and financial aid offered are also important considerations.

There is a close agreement between classes on the second most important reason for choosing their school or college. The most frequently identified reasons included; "Reputation of school," "Location near home," "Offers what I want to study," and "Amount of tuition."

Apparently, counselors' or teachers' suggestions and because friends or classmates plan to attend are not among the top reasons for selecting a given school.

There do not seem to be any important changing trends among the most important reasons for choosing a particular school. However--the "Amount of tuition" has dropped in importance.

NOTE: The last three items listed were added in the Class of '80 survey. "Financial aid offered" does appear to be an item of serious consideration to many seniors.

TABLE 15
REASONS FOR CHOOSING A PARTICULAR SCHOOL

	Class of '69 Rank Order	Class of '72 Rank Order	Class of '75 Rank Order	Class of '80 Rank Order	Class of '80 %
THE MOST IMPORTANT REASON GIVEN					
Location is near home	2	2	2	2	12.5%
Friends or classmates plan to attend	7	7	7	7	1.5%
Low tuition	3	4	3	5	3.1%
Financial aid offered	NL	NL	NL	6	2.0%
Size of school	4	5	5	4	3.4%
Offers what I want to study	1	1	1	1	20.6%
Counselor or teacher advice	8	8	8	10	.7%
Advice of former student	NL	NL	NL	9	.9%
College recruiter advice	NL	NL	NL	11	.5%
Preference of parent or relative	6	6	6	8	1.3%
Good academic reputation of school	NL	NL	3	3	8.5%
Other reason	5	3	4	4	3.4%
Non-response	-	-	-	-	41.6%
Total					100 %
THE SECOND MOST IMPORTANT REASON					
Location is near home	3	1	1	3	9.2%
Friends or classmates plan to attend	6	7	7	6	3.9%
Low tuition	1	2	4	5	4.7%
Financial aid offered	NL	NL	NL	8	3.0%
Size of school	4	5	6	4	5.1%
Offers what I want to study	2	3	2	1	9.8%
Counselor or teacher advice	7	8	9	11	1.5%
Advice of former student	NL	NL	NL	10	2.3%
College recruiter advice	NL	NL	NL	12	.6%
Preference of parent or relative	5	6	8	9	2.7%
Good academic reputation of school	NL	NL	3	2	9.5%
Other reason	8	4	5	7	3.6%
Non-response	-	-	-	-	44.3%
Total					100 %

HIGHLIGHTS OF SENIOR'S CHOICE OF CURRICULUM: BACHELOR OR HIGHER DEGREES

The five most popular fields of study at the baccalaureate level are the same in all three high school classes--but the rank orders continue to change. The most popular in the last two classes is "Health or Medical Related," which displaced Education for the top spot in '75. Education, which ranked first in '69 and '72, dropped to second in '75, and is now third. Second place is now Business and Commerce (due largely to an influx of females--as shown in following chapters). Engineering moved up to 4th place in 1975 and remains there while Law dropped to fifth.

In addition to the above changes, fields of study that are gaining in popularity include Management and Supervision, Mathematics and Computer Science, and Technology. Fields that have become less popular include Agriculture, Biological and Life Sciences, Home Economics, Physical Education and Recreation, and Social Science.

There is a significant drop-off in the numbers of students selecting the less popular fields of study (after the four most popular fields). Specifically, more than 3,700 seniors identified a Health or Medical field, followed by more than 3,500 in Business and Commerce, more than 2,800 in Education and nearly 2,750 in Engineering. The fifth most popular field was Law (pre-law) with fewer than 1,700 students.

It is interesting to compare the most popular choices of baccalaureate programs chosen by Indiana seniors with the rank order of these choices Nationally. For example,

Field Chosen	Indiana's Class of '80	Indiana's Class of '75	College Board-* National-1980
*Health and Medical	1	1	2†
*Business or Commerce	2	3	1
*Education	3	2	4
*Engineering	4	4	3
Law (pre-law)	5	5	Not listed
Fine and Applied Arts	6	6	5

†*Did not break out M.D.'s (pre-med.).*

As can be seen above, the field of study selections of Indiana seniors in the Class of '80 are all within one rank order of the National listing. It appears that Indiana's movement towards Business and Commerce and away from Education is consistent with the National rankings.

**Source: National, College-Bound Seniors, 1980. Admissions Testing Program of the College Board.*

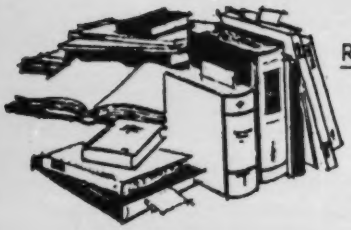


TABLE 16
RANK ORDER COMPARISONS OF HIGH SCHOOL SENIORS' CHOICE OF CURRICULUM: BACHELOR AND HIGHER DEGREES
(Both Sexes)

Field of Study	Rank Order Classes of 1969	1972	1975	Class of 1980 Rank Order	# of Seniors*
Agriculture	18	13	10	16	775
Architecture	15	14	14	17	692
Biological and Life Sciences	9	8	7	14	809
Business or Commerce	2	3	3	2*	3,565
Education	1	1	2	3*	2,831
Engineering	3	5	4	4*	2,742
English, Literature or Journalism	8	11	11	9	877
Fine and Applied Arts	6	7	6	6	1,255
Foreign Languages	17	20	19	22	247
Health or Medical (Total)	4	2	1	1*	3,702
Doctor of Medicine (M.D., pre-med)	Not broken out				1,255
Nurse, Registered (R.N. 4 Yr. Progr.)**	"	"	"		1,021
Other Health or Medical	"	"	"		1,426
Home Economics	13	15	16	21	302
Law (pre-law)	7	4	5	5	1,686
Management or Supervision	19	20	15	7	1,076
Mathematics or Computer Science	10	12	13	8	1,042
Physical Sciences	16	16	18	20	315
Philosophy or Theology	23	19	21	23	233
Physical Education or Recreation	11	9	8	15	795
Psychology	12	10	9	11	823
Public Affairs and Services	N.L.	N.L.	20	19	391
Social Sciences	5	6	12	18	418
Technology (const., elect., or manuf.)	14	17	17	10	850
Other Academic Field not listed	N.L.	N.L.	--	--	1,707

**Expanded to the universe of all Indiana high school seniors.*

***Registered Nurse (R.N.) can be prepared through 4-yr. B.S. or 2-yr. Assoc. Degree Programs or 3-yr. Hospital Certificate. There is a decided shift for more high school seniors to opt for the 4-yr. bachelor's program rather than the associate degree or certificate programs.*

HIGHLIGHTS OF SENIOR'S CHOICE OF CURRICULUM: CERTIFICATE OR ASSOCIATE (2 YEARS) DEGREE LEVELS

The rank order of the ten most popular choices of programs of less than 4-years' duration in the Class of '80 is shown in Table 17 below--together with the rank order of those same programs in previous classes surveyed. Details of all programs less than 2 years are shown in Table 18.

TABLE 17
<4 YEAR PROGRAM CHOICES
RANK ORDER COMPARISONS

Program (Field of Study)	1969	1972	1975	1980
Accounting	3rd	3rd	3rd	1st
Management & Supervision (incl. Business)	9th	8th	5th	2nd
Electronics Related	4th	6th	7th	3rd
Secretarial & Kindred	2nd	1st	2nd	4th
Computer Programming	5th	8th	10th	5th
Medical/Health Support	8th	5th	4th	6th
Nursing	1st	2nd	1st	7th
Cosmetology/Beautician	10th	11th	12th	8th
Automotive & Diesel Technology	6th	4th	6th	9th
Communications or Broadcasting	N.L.	N.L.	19th	10th

Among the most noticeable changes is the drop in the rank order of Nursing (R.N.) programs from 1st to 7th place. However, this drop-off is largely offset by an increase in the numbers of seniors who indicate they plan to enroll in an R.N. baccalaureate level program. In the Class of '80, slightly more than 1,000 seniors indicated they planned to enroll in the B.S. R.N. program, and about 950 indicated their intention to enroll in an associate degree or certificate program. (There is now much discussion promoting the B.S. program for professional nurse preparation.)

Another significant change is in Management and Supervision programs, which have been growing in popularity since the first surveys in the Class of '69. These programs now rank second, and the most recent growth is attributable largely to more females who have become interested in this field.

Electronics now ranks third, which is probably related to the growing emphasis on micro-circuits and modern electronics, and the many articles and information on related attractive projected career opportunities. This same optimistic view of growth and job opportunities applies to the computer field. If the Computer Programming were combined with Computer Technology & Data Processing programs, this field would rank second in popularity with more than 1,550 seniors making these choices.

Secretarial and Kindred have always been and remain very popular choices (now ranking 4th), as are Medical and Health Support programs--now 6th, just under Computer Programming.

TABLE 18
SENIOR'S CHOICE OF CURRICULUM
ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS
(Normally 2 years' or less duration)

Field of Study	Rank Order Classes of 1969	1972	1975	Class of 1980 Rank Order	# of Seniors*
Business, Commerce and Administration					
Accounting Technology	3	3	3	1	1,686
Agricultural Business Technology	26	28	39	49	34
Audio-Visual Communications Technology	NL	35	36	30	165
Banking and Finance	NL	NL	32	25	199
Commercial Art or Industrial Illustration	11	15	12	13	480
Commercial and Industrial Photography	32	23	38	45	48
Communications or Broadcasting	NL	NL	19	10	569
Court and Conference Reporting	NL	NL	51	49	34
Hotel or Restaurant Management	38	34	37	30	165
Legal Assistant	NL	NL	40	36	89
Management & Supervision (incl. Business)	9	8	5	2	1,392
Marketing, Distribution, and Purchasing	27	26	16	17	411
Medical Transcription	NL	NL	50	53	27
Printing, Lithography and Graphic Arts	33	33	34	29	178
Secretarial (Stenographer, Secretary, Office Technology)	2	1	2	4	1,145
Other Business, Commerce or Administration	31	28	28	26	192
Data Processing and Computers					
Computer Programming	5	8	10	5	1,035
Computer Technology & Data Processing	6	9	15	11	521
Keypunch or Data Typist and Verifier	21	20	23	32	158
Health and Medical Suppert Services & Related					
Bio-medical Electronics Technology	NL	NL	56	49	34
Care Center Activities Specialist	NL	NL	53	56	14
Child Care Technology	NL	NL	31	36	89
Dental Support (incl. Assistant, Hygienist, Laboratory Technician)	11	7	8	14	473
Dietary or Nutrition Assistant	NL	NL	54	41	55
Emergency Care Technology	NL	NL	47	47	41
Medical Support (incl. Assts., Aides, Laboratory or Mental Health & other Technicians, Radiology, Records, Therapy, Operating Room, etc.)	8	5	4	6	994
Nursing (incl. R.N., LPN, and Aides)	1	2	1	7	946
Veterinary Medicine, Animal Technology	40	17	13	28	185
Other Health Service and Related	NL	14	14	21	267
Engineering and Science Support Technologies					
Aeronautical & Aviation Technologies	20	21	18	16	425
Agricultural Equipment Technology	36	46	51	58	7
Appliance Repair	43	48	56	56	14
Architectural Drafting & Design Technology	22	24	25	26	192
Automotive and Diesel Technology	6	4	6	9	720

Expanded to universe of all Indiana high school seniors.

TABLE 18 (CONTINUED)
SENIOR'S CHOICE OF CURRICULUM
ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS
(Normally 2 years' or less duration)

Field of Study	Rank Order Classes of 1969	1972	1975	Class of 1980 Rank Order	# of Seniors
Engineering and Science Support Technologies continued					
Chemical, Physical or Geo-science Technologies	24	40	30	34	144
Civil Engineering Technology	28	36	39	41	55
Construction and Building Technology	29	27	21	20	288
Drafting (incl. Engineering Graphics, Mechanical Drafting & Design)	14	19	21	21	267
Electrical or Electronics (incl. Electrical Engineering Technology)	4	6	7	3	1,159
Heating, Air Conditioning & Refrigeration	40	39	35	33	151
Industrial (Engineering) Technology	23	37	43	36	89
Mechanical (Engineering) Technology	15	13	15	18	384
Radio, TV or Appliance Repair	39	41	40	45	48
Welding Technology	33	29	23	35	137
Other Mechanical, Engineering or Science Support Technologies	25	31	27	19	315
Public Service Related					
Criminal Justice and Law Enforcement	18	12	11	14	473
Education Support Technologies	NL	42	48	47	41
Environmental & Pollution Control Technology	NL	43	46	39	62
Fire Science (Applied)	41	NL	59	54	21
Ground Water or Waste Water Operations	NL	47	64	58	7
Social Services	NL	30	25	24	213
Other Public Service Program	18	32	29	41	55
Miscellaneous					
Cosmetology, Beautician	10	11	12	8	761
Food Sales, Service or Management	29	38	49	49	34
Horticulture Technology	37	45	44	41	55
Industrial Security	NL	NL	62	58	7
Interior Design or Decorating	16	16	20	23	226
Library Resource Aide	NL	44	55	58	7
Mining or Petroleum Technology	NL	NL	61	54	21
Mortuary Science Technology	NL	NL	44	39	62
Plastics Technology	NL	NL	64	58	7
Other Miscellaneous Programs	7	10	9	12	507

HIGHLIGHTS OF THE METHODS PLANNED TO FINANCE EDUCATION AND LOCATION OF SCHOOL CHOSEN CLASS OF '80

$ PLANS TO FINANCE EDUCATION (See Table 19 on page 40 for details)

The same finding--that more students planned to help finance their education through parental or family support than any other means, was found in each of the five classes surveyed--in fact, there is a trend for a slightly higher percentage to identify parental means of financial support as time goes on. Parental or family support was identified by more than 80% of all seniors who plan to go to college--nearly 40% of all seniors in the Class of '80. The second most popular choice was Personal savings which was identified by 56% of those seniors planning to enroll in a college or university (in- or out-of-state).

The third and fourth most popular means to help finance postsecondary education was through working part time while in school (planned by more than 47% of the students) and full-time employment during the summer planned by more than 43% of the college-bound students. Various grants and scholarships were each identified by between 20 and 25% of the students, and an educational loan was chosen by nearly 20%.

It is interesting to note the similarities of the rank order of these Indiana students' plans to finance their education and the National survey results of college freshmen (1979). Results are shown below:

Major Sources of Financial Support

	National College Freshmen*	Indiana's H.S. Class of '80
Parental or Family Aid	1st	1st
Personal Savings or Earnings	2nd	2nd
Scholarships, grants, gifts	3rd	4th
Employment	Not shown	3rd
Repayable Loan	4th	5th

LOCATION OF SCHOOL CHOSEN (See Table 19A on page 40 for details)

As stated earlier, about 58% of all seniors in the Class of '80 planned to continue their education or training either full or part time after graduation. More than 82% of this group selected a school located in Indiana (fewer than 36% within 25 miles of home and more than 47% elsewhere in Indiana). Nearly 15% of these seniors said the location of their chosen school was "Outside of Indiana," and the remaining 2.5% had not yet decided.

*Source: Survey Report, "The American Freshman: National Norms for Fall 1979," Dr. Alexander W. Astin, Director, Cooperative Institutional Research Program, Graduate School of Education, University of California, Los Angeles 90024. (Also reported in The Chronicle of Higher Education, January 28, 1980.)

TABLE 19
METHODS PLANNED BY SENIORS TO FINANCE THEIR EDUCATION

Seniors identified all items that applied

$ Method or Plan	Rank Order	% of Those* College Bound	Entire Class of '80 %	Entire Class of '80 #
Parents or family support	1	80.3%	39.8%	32,651
Personal savings	2	56.1%	27.8%	22,794
Part-time employment while in school	3	47.3%	23.5%	19,236
Full-time employment during summer	4	43.1%	21.4%	17,522
Grant or scholarship from the State Student Assistance Commission of Indiana	7	20.7%	10.3%	8,418
Basic Educational Opportunity Grant (BEOG)	6	24.9%	12.3%	10,118
Grant, scholarship or loan from educational institution	5	25.7%	12.8%	10,468
Educational loan from bank or lending institution	8	19.1%	9.4%	7,747
ROTC Scholarship	14	1.4%	.7%	576
Aid from a private sponsor, such as parent's employer, local service club, foundation, etc.	9	7.9%	3.9%	3,195
Social Security Benefits	10	7.4%	3.7%	3,023
Veteran Dependents' Benefits	13	2.8%	1.4%	1,152
Other	11	5.2%	2.6%	2,111
I don't know how	12	3.2%	1.6%	1,303

Percent of those planning to continue their education in a college or university (in- or out-of-state).

See page 39 for highlights of these tables.

TABLE 19 A
LOCATION OF SCHOOL CHOSEN

	Percent Response: % of Those Cont'g. Educ.	Percent Response: % of Class of '80	State Totals by Extrapolation # Seniors*
Within 25 miles of my home	35.6%	20.8%	17,022
Elsewhere in Indiana	47.1%	27.5%	22,513
Outside of Indiana	14.7%	8.6%	7,040
Haven't decided yet	2.5%	1.5%	1,200
Non-response	--	41.7%	34,229
Totals	100.0%	100.0%	82,004**

Percent of those planning to continue their education in a college or university (in- or out-of-state).

**Responders expanded to the universe of the Class of '80.

NOTE: *No comparisons are shown against previous classes surveyed as items were changed for the 1980 survey.*

CHAPTER V

WHY SOME HIGH SCHOOL SENIORS PLAN TO DELAY CONTINUING THEIR EDUCATION, AND WHY OTHERS DO NOT PLAN TO CONTINUE THEIR EDUCATION IN THE FUTURE

HIGHLIGHTS OF THE PLANS OF SOME SENIORS TO DELAY CONTINUING THEIR EDUCATION

There were 12.6% of the survey respondents in the Class of '80 who responded to this question (indicating they planned to delay their education or training for six months or longer after graduation from high school). The most popular reason for the delay, identified by 5% of all seniors, was "I want to earn some money first." This was followed by 3.4% who wanted more time to decide what to do (this represents nearly 2,800 seniors--who possibly could have been helped more in making their decision while still in high school). Nearly 2% wanted to gain some work experience first and nearly 1% planned to go into military service and then continue their education later. Fewer than 1% said that getting married first would delay their education and fewer than 1% did not identify the specific reason for delay. Reasons why some seniors do not plan at all to continue their education is presented on following pages.

In previous surveys, seniors were asked simply whether or not they planned to continue their education after graduation from high school. But in the survey of the Classes of '75 and '80 three distinctions were made: (1) if the senior had no plans to continue education after graduation, (2) if he (she) planned to delay continuing education for six months or longer after graduation--or (3) if he (she) planned to continue education within six months after graduation.

The breakouts of responses in each of these three categories were:

Situation	Seniors	
	Number	Percent
Seniors who do not plan to continue their education after graduation from high school	20,415	24.8%
Seniors who plan to delay continuing their education for six months or longer after graduation*	10,324	12.6%
Seniors who do plan to implement some educational plans (either full-time or part-time attendance) within six months after graduation from high school	51,929	62.6%
TOTALS	82,668	100.0%

NOTE: The percentage of seniors who indicated they do plan to participate in some form of postsecondary education rose to 62.5% of the Class of '80 from 55.6% of the Class of '75.

WHY DO SOME INDIANA HIGH SCHOOL GRADUATES DELAY CONTINUING IN HIGHER EDUCATION?

Notes from presentation to the Indiana Conference of Higher Education as reactor to the Manpower Report 80-2, Postsecondary Education in Indiana: Enrollments and Educational Attainments by Dr. J.P. Lisack

Reaction of
Dr. John P. Hesemann
Director of Research and Educational Statistics
Indiana Department of Public Education
11-5-80

The Report's most surprising statistic was the percentage of Indiana high school graduates who delay higher education (p. 15, Table 5). Who are these people? Why do they delay? How do their goals differ from those who go right on? Who counsels them?

To get some insight on these questions, we interviewed 16 high school counselors by phone for their reactions to this statistic and to Indiana's low college-going rate. We also took another look at the results of a survey of high school principals in which one of the questions was, "What do you feel are the principal reasons why qualified high school graduates do not enroll in some sort of post-secondary education program?"

Many of the counselors and principals felt that seniors, in general, give immediate opportunities and obligations precedence over long range goals. Many high school students are employed. A survey in one high school found that 63% of the students have a job, and that those who work average 23 hours per week on the job. With free room and board at home, and earnings to spend on themselves, the temptation is strong to stay at home and continue their jobs after high school.

Many students in rural areas don't see career opportunities requiring higher education in their communities, and don't particularly want to leave home. Students in communities with a strong manufacturing base see good wages possible without college. Many of the counselors and principals felt that seniors lack confidence in higher education to help them get better-paying jobs. In recent years high school students have seen college graduates out of work, and the college graduates with whom they have had the most contact--their teachers--are sometimes striking for higher wages and are generally dissatisfied with their jobs. A recent survey by the NEA found that 41% of the teachers surveyed said that if they could start over with their college years, they would probably pursue another career.

Many of the counselors and principals questioned the maturity of high school seniors, citing a lack of purpose, suggesting that to go to college without a purpose is to invite failure. Yet counselors admitted that students no longer in school do not have ready access to good counseling about higher education. Almost all counselors get calls for help from ex-students. Some put in extra evening time. A few don't feel that it's part of their jobs.

What we have done in our mini-survey of counselors and principals is to try to get at student attitudes via the observations of those who work with students.

TABLE 20
REASONS WHY SOME SENIORS PLAN TO DELAY CONTINUING THEIR EDUCATION CLASS OF '80*

Reason	Frequency of Responses Number	Percent		State Totals by Extrapolation
I plan to delay continuing my education to some later date for six months or longer after graduation because:				
I want to earn some money first	603	5.0%		4,134
I want to gain some work experience	203	1.7%		1,392
I want more time to decide what to do	405	3.4%		2,776
I want to go into military service first	113	.9%	12.6%	775
I want to get married first	79	.7%		542
I want to move out of Indiana	44	.4%		302
Other	59	.5%		404
Non-response	10,456	87.4%		71,679
Totals	11,962	100.0%		82,004*

*Responders expanded to the universe of the Class of '80.

HIGHLIGHTS OF REASONS WHY SOME HIGH SCHOOL SENIORS DO NOT PLAN TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER GRADUATION

SENIORS NOT PLANNING TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER GRADUATION FROM HIGH SCHOOL

In the Class of '80, a total of 25% of the seniors answered this question: this is consistent with the seniors' plans after graduation, wherein 17% said they planned to work full time, no further education; 4% were going into military service; 2% were getting married and not going on with school; and 3% did not know, all of which totals 26%.

The most frequently chosen reasons for not continuing their education were "I plan to look for a job" and "I already have a job arranged." The 12.1% of seniors in the Class of '80 stating they "planned to look for work" or "already had a job," is down from previous classes probably for at least two reasons:(1) the recession with poor job market and (2) the fact "I am undecided what to do" was an item added in 1975. These choices were followed by seniors who were undecided what to do and those not interested in continuing their studies. 1.6% said the reason they were not continuing was because they did not have enough money: these particular students were asked to identify the financial aid sources they knew about--which is discussed on the bottom of this page.

The trend for a smaller proportion indicating they are not continuing their education due to low grades is consistent with previously reported data showing that more seniors are reporting they receive higher grades.

FINANCIAL AID SOURCES KNOWN BY STUDENTS NOT CONTINUING THEIR EDUCATION BECAUSE OF LACK OF MONEY

The data indicate that about the same proportion of seniors in the Classes of '75 and '80 surveys are not continuing their education for lack of funds (e.g. 1.6% of all seniors). In general, most of these seniors who said the main reason they were not continuing their education was that they did not have enough money, were knowledgeable about some financial aid sources.

TABLE 21

REASONS WHY SOME SENIORS ARE NOT PLANNING TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER GRADUATION FROM HIGH SCHOOL

Check only the most important one Reason	Percentage Distribution Class of 1969	Class of 1972	Class of 1975	Class of 1980 %	Class of 1980 #*
I do not plan to enroll in an education program after graduation from high school because:					
I plan to look for a job	11.5%	12.5%	7.3%	5.6%	4,620
I already have a job arranged	Not listed	5.5%	5.1%	6.5%	5,347
I plan to get married	4.2%	4.0%	3.7%	2.4%	2,002
I am not interested at this time	3.7%	3.4%	4.0%	3.0%	2,495
I am going into military service	2.7%	3.0%	2.1%	2.4%	1,981
I am undecided what to do	Not listed		4.3%	2.1%	1,748
My grades are low**	3.1%	1.3%	.9%	1.1%	864
There's no local school that I want	.3%	.3%	.1%	.1%	82
I don't have enough money	2.6%	2.9%	1.5%	1.6%	1,275***
Non-response	71.8%	67.0%	71.0%	75.1%	61,588
Totals	100.0%	100.0%	100.0%	100.0%	82,002

*Responders expanded to the universe of the Class of '80.

**In the Classes of '75 and '80, about 1% of the seniors reported low grades as the most important reason for not continuing their education, yet 2.4% and 2.7% respectively reported their grade average to be "D." (See Table 3 on page 9.) Apparently, some of these D seniors chose to identify some other item as the most important reason for not continuing their education.

***Most of these students indicated they did know about one or more sources of financial aid.

CHAPTER VI

INTERRELATIONSHIPS: ETHNIC GROUP VS CHARACTERISTICS AND PLANS OF HIGH SCHOOL SENIORS

In essence, this chapter is made up of a series of cross-tabulations which show the answers to questions in the survey broken down by ethnic group. In question 11 of the survey (sample copy appended to this report), each senior was asked to check one of the following: "I am American Indian or Alaskan Native; Asian or Pacific Islander American; Black, not of Hispanic origin; Spanish, Surname American (Hispanic); White, but not Hispanic; Other. For brevity and convenience, the group titles used in this chapter are Indian, Asian, Black, Spanish, White, and Other.

To set the background, the distribution of seniors by ethnic group (self-reported) in the Class of '80 is:

Ethnic Group	Percent	Number
RACE		
Asian	.7%	579
Indian	2.3%	1,901
Black	7.1%	5,869
White (but not Hispanic)	82.2%	67,953
Spanish (Hispanic)	1.8%	1,488
Other	4.0%	3,307
Non-response	1.9%	1,571
Totals	100.0%	82,668

NOTE: Not all seniors answered every question. Numbers of responders to each question are indicated in each table.

Generally, answers to questions are presented in two ways; first, the percent distribution by race and second, distribution of all responders by answer choice. For example, seniors were asked what type of high school program they were enrolled in; the first presentation (Table 23) is made showing the percentage distribution of answers for all Black seniors, wherein only 13% are in College Prep. type programs, nearly 28% are in Business Education, etc., with answers totalling 100% of all Black seniors. In the second presentation (Table 24) the distribution of seniors is shown by answer; e.g., out of a total of 77,718 seniors, about 29,000 were enrolled in College Prep. type programs (37.4% of the total). However more than 26,000 of these seniors were White (33.5% of all responders) and only 1,604 were Black students (2.1% of all responders). It can be seen above that Blacks constituted more than 7% of the entire class.

NOTE: The next chapter presents a cross-tabulation of question results broken down by sex.

INTERRELATIONSHIP HIGHLIGHTS

ETHNIC BACKGROUND VS. SEX

The distribution of sexes by ethnic background in Indiana high schools is quite even. The two exceptions are (1) a slightly higher proportion of females are White (not Hispanic), and (2) slightly more males identified an "Other" ethnic group. Overall, 83.9% of all seniors identified themselves as White and 16.1% as minority group members.

A comparison of the above ratio of White to minority group students is significantly different from the ratio of White to minority seniors who took the College Board Scholastic Aptitude Test. In the SAT case, 90.7% are White and only 9.3% are minority group members.*

*Source: *A Comparison Study of the College Board Scholastic Aptitude Test Scores Between Students in Indiana, the Midwestern Region, and the Nation, Monograph 80-1, 10 November 1980, J. P. Lisack, Office of Manpower Studies, Purdue University, pg. 7*

TABLE 22
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS. SEX

(Number of seniors and percent of responders)
(Read lines horizontally)

		MALE	FEMALE	TOTAL
INDIAN OR ALASKAN	# Srs	960	878	1,838
	% of Σ	1.2%	1.1%	2.3%
ASIAN/ORIEN. & PACIFIC ISLE	# Srs	329	240	569
	% of Σ	.4%	.3%	.7%
BLACK, NOT HISPANIC	# Srs	2,866	2,941	5,807
	% of Σ	3.6%	3.7%	7.3%
SPANISH (Hispanic)	# Srs	754	706	1,460
	% of Σ	.9%	.9%	1.8%
WHITE, NOT HISPANIC	# Srs	32,261	34,935	67,196
	% of Σ	40.3%	43.6%	83.9%
OTHER	# Srs	2,057	1,159	3,216
	% of Σ	2.6%	1.4%	4.0%
TOTALS	# Srs	39,227	40,859	80,086
	% of Σ	49.0%	51.0%	100 %

X^2=50.22624 with 5 degrees of freedom.
Significance beyond the .0001 level.
In this question, there were 280 missing observations from sample of 11,938 seniors.
Sample survey responders expanded to the universe of the Class of '80.

INTERRELATIONSHIP HIGHLIGHTS

ETHNIC BACKGROUND VS. TYPE OF HIGH SCHOOL PROGRAM ENROLLED IN

It is clear from data in the next two tables that proportionately more White and Asian high school seniors in Indiana are enrolled in College Prep. type programs. It follows that proportionately more of the minority group members are enrolled in the other types of programs, wherein distribution is quite comparable. A summary table follows:

TABLE 23
PERCENT DISTRIBUTION OF SENIORS BY RACE VS. TYPE PROGRAM

(Read lines horizontally)

	College Prep.	Bus. Ed.	Voctl. Ed.	Genl. Ed.	Other	TOTALS N=	TOTALS %
Indian	13.0%	27.6%	22.0%	18.5%	18.9%	1,741	100%
Asian	42.5%	16.3%	13.8%	21.3%	6.3%	548	100%
Black	28.9%	28.7%	15.5%	15.7%	11.2%	5,560	100%
Spanish	28.2%	23.8%	21.3%	16.3%	10.4%	1,385	100%
White	39.8%	20.2%	15.0%	16.1%	9.0%	65,413	100%
Other	17.6%	17.3%	22.3%	18.3%	23.9%	3,071	100%
Row Σ	37.4%	20.9%	15.6%	16.2%	9.9%	77,718	100%

More than 26,000 of the 29,000 seniors enrolled in College Prep. type programs are White seniors which is 33.5% of all responders. The next largest group was made up of 1,600 Black seniors which is only about 2% of all responders (it is noted that Black seniors constitute more than 7% of the entire class).

The findings from these tables (and tables reflecting high school grades) reflect the proportions of Indiana seniors who took the SAT tests (i.e., 90.7% were White and 9.3% were minority group members). The parents of the Asian and White students taking the SAT also have the highest incomes and contribute more to the college applicant's education.*

Previous research has shown that a higher proportion of high school seniors enrolled in College Prep. type programs intend to enroll in a college or university upon graduation from high school than do students from other types of high school programs.**

*Source: *A Comparison Study of the College Board Scholastic Aptitude Test..." Ibid pp 7-12)*

**Source: *Changing Trends in the Plans of High School Seniors, Manpower Report 76-1, 1 March 1976, Office of Manpower Studies, Purdue University.*

TABLE 24
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
TYPE OF HIGH SCHOOL PROGRAM ENROLLED IN

(Number of seniors and percent of responders)

		College Prep.	Business Educ.	Voctl. Educ.	General Educ.	Other	TOTAL
Indian or Alaskan	# Srs.	226	480	384	322	329	1,741
	% of Σ	.3%	.6%	.5%	.4%	.4%	2.2%
Asian/Orien. & Pacific Isle	# Srs.	233	89	75	117	34	548
	% of Σ	.3%	.1%	.1%	.1%	.0%	.7%
Black, Not Hispanic	# Srs.	1,604	1,597	864	871	624	5,560
	% of Σ	2.1%	2.1%	1.1%	1.1%	.8%	7.2%
Spanish (Hispanic)	# Srs.	391	329	295	226	144	1,385
	% of Σ	.5%	.4%	.4%	.3%	.2%	1.8%
White, Not Hispanic	# Srs.	26,036	13,190	9,824	10,502	5,861	65,413
	% of Σ	33.5%	17.0%	12.6%	13.5%	7.5%	84.2%
Other	# Srs.	542	548	686	562	734	3,071
	% of Σ	.7%	.7%	.9%	.7%	.9%	4.0%
TOTALS	# Srs.	29,032	16,233	12,127	12,600	7,726	77,718
	% of Σ	37.4%	20.9%	15.6%	16.2%	9.9%	100.0%

X^2=307.93353 with 20 degrees of freedom.
Significance beyond the .0001 level.
Sample survey responders expanded to the universe of the Class of '80.
(625 missing observations from 11,938 in sample.)

INTERRELATIONSHIP HIGHLIGHTS

ETHNIC BACKGROUND VS. SELF-REPORTED HIGH SCHOOL GRADE

Again, as shown in the previous tables, Asian and White high school students are "different"--data indicated earlier that a greater proportion of students in these groups were in College Prep. type programs--and more took the SAT tests. In these data it is clear Asian and White students report the highest grades. A summary follows:

TABLE 25
PERCENT DISTRIBUTION BY RACE VS. GRADES
(Read horizontally)

A B C D

	A	B	C	D	Unkn.	TOTALS Number	%
Indian	6.7%	32.6%	47.6%	8.6%	4.5%	1,830	100%
Asian	24.7%	32.1%	28.4%	9.0%	4.9%	555	100%
Black	3.3%	30.9%	58.3%	4.3%	3.2%	5,752	100%
Spanish	3.3%	38.4%	53.6%	3.8%	1.0%	1,447	100%
White	15.6%	47.3%	32.9%	2.2%	2.1%	67,100	100%
Other	6.3%	27.6%	52.6%	5.5%	8.0%	3,256	100%
Row Σ	13.9%	44.7%	36.2%	2.7%	2.5%	79,940	100%

Nearly 57% of the Asian students and nearly 63% of the White students report A and B grades. This compares with less than 40% of the Indian seniors, slightly more than 34% of the Black students, less than 42% of the Spanish group, and 34% of others. It is very clear that with the exception of Asians, students in the minority groups report much lower high school grades than do White students.

TABLE 26
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
HIGH SCHOOL GRADE

A B C D

(Number of seniors and percent of responders)

		A	B	C	D	Unkn.	TOTAL
Indian or Alaskan	# Srs	123	596	871	158	83	1,830
	% of Σ	.2%	.7%	1.1%	.2%	.1%	2.3%
Asian/Orien. & Pacific Isle	# Srs	137	178	158	55	27	555
	% of Σ	.2%	.2%	.2%	.1%	.0%	.7%
Black, Not Hispanic	# Srs	192	1,776	3,352	247	185	5,752
	% of Σ	.2%	2.2%	4.2%	.3%	.2%	7.2%
Spanish (Hispanic)	# Srs	48	555	775	55	14	1,447
	% of Σ	.1%	.7%	1.0%	.1%	.0%	1.8%
White, Not Hispanic	# Srs	10,441	31,754	22,040	1,453	1,413	67,100
	% of Σ	13.1%	39.7%	27.6%	1.8%	1.8%	83.9%
Other	# Srs	206	898	1,714	178	261	3,256
	% of Σ	.3%	1.1%	2.1%	.2%	.3%	4.1%
TOTALS	# Srs	11,147	35,757	28,909	2,146	1,981	79,939
	% of Σ	13.9%	44.7%	36.2%	2.7%	2.5%	100.0%

χ^2=600.001110 with 20 degrees of freedom.
Significance beyond the .0001 level.
Sample survey responders were expanded to the universe of the Class of '80.
(301 missing from sample of 11,938 seniors.)

INTERRELATIONSHIP HIGHLIGHTS

ETHNIC BACKGROUND VS. WHO IS HEAD OF HOUSEHOLD

There are significant differences on who is head of household depending on ethnic background of the student. A summary follows:

TABLE 27
PERCENT DISTRIBUTION BY RACE VS. HEAD OF HOUSEHOLD

(Read lines horizontally)

	Father	Mother	Other	TOTALS Number	TOTALS %
Indian	68.3%	22.0%	9.7%	1,837	100%
Asian	78.3%	13.3%	8.4%	569	100%
Black	51.4%	43.0%	5.7%	5,792	100%
Spanish	72.5%	20.9%	6.6%	1,447	100%
White	83.1%	13.1%	3.9%	67,072	100%
Other	76.5%	15.4%	8.1%	3,201	100%
Row Σ	80.0%	15.7%	4.4%	79,919	100%

It is apparent that Fathers head more of the Asian and White seniors' families than reported for the other groups. It was noted earlier that proportionately more seniors in the Asian and White senior groups:

1. Reported higher high school grades,
2. Were enrolled in College Prep. type programs (and intended to go to college), and
3. Took the College Board SAT tests.

Parents of these two groups also have highest incomes and contribute more to applicant's college education.

Spanish seniors also report a relatively high proportion of Fathers as head of household.

A much higher proportion of Black students report Mother as head of household than do Asian or White students (43% vs. 13.+%).

*FEMALE-HEADED HOUSEHOLDS**

A new Census Bureau reports an explosive growth in the number of women who are heads of household. During the 1970's, the report states that families headed by women increased more than 51% from 5.6 million to 8.5 million.

Because women often earn less than men, and these families generally lack the benefit of a second income, they face particular economic hardships, with a median income less than half that of all families ($8,540 for women vs. $17,640 for all families in 1978).

However, husband-wife units still comprise 82.5% of all families, compared with 14.6% maintained by a woman and 2.9% maintained by a man only. Among Whites 12% of all families were maintained by women, while females headed 20% of Hispanic families and 41% of Black families.

Families headed by females are distributed across the country in basically the same manner as other families. The median age of women maintaining families in 1979 was 42 years, down from 48.2 in 1970 as more younger women chose to have their own homes.

**Taken from a Washington, D.C. (AP) article in the 13 December 1980 Journal & Courier Newspaper (Lafayette, Indiana), J. P. Lisack.*

TABLE 28
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
HEAD OF HOUSEHOLD

(Number of seniors and percent of responders)

		Father	Mother	Other	Total
Indian or Alaskan	# Srs	1,255	405	178	1,837
	% of Σ	1.6%	.5%	.2%	2.3%
Asian/Orien. & Pacific Isle	# Srs	446	75	48	569
	% of Σ	.6%	.1%	.1%	.7%
Black, Not Hispanic	# Srs	2,975	2,489	329	5,792
	% of Σ	3.7%	3.1%	.4%	7.2%
Spanish (Hispanic)	# Srs	1,049	302	96	1,447
	% of Σ	1.3%	.4%	.1%	1.8%
White, Not Hispanic	# Srs	55,727	8,761	2,585	67,072
	% of Σ	69.7%	11.0%	3.2%	83.9%
Other	# Srs	2,447	494	261	3,201
	% of Σ	3.1%	.6%	.3%	4.0%
TOTALS	# Srs	63,898	12,525	3,496	79,919
	% of Σ	80.0%	15.7%	4.4%	100.0%

X^2=607.43738 with 10 degrees of freedom.
Significance is beyond the .0001 level.
Sample survey responders were expanded to the universe of the Class of '80.
(304 missing observations from sample of 11,938 seniors.)

INTERRELATIONSHIP HIGHLIGHTS

ETHNIC BACKGROUND VS. HIGHEST LEVEL OF EDUCATION ATTAINED BY HEAD OF HOUSEHOLD

Consistent with previous data which show that high school seniors with Asian or White ethnic backgrounds are more likely to be enrolled in College Prep. type programs and report the highest grades, achieve the highest SAT scores, etc... again, these two groups report the highest levels of education for their heads of household. Specifically, fewer than 15% of the household heads in these two groups had less than a high school education, and nearly 50% of the Asian group and more than 26% of the White group had completed college degrees. This contrasts sharply with Black students' reports where nearly 21% of their heads of household have not completed high school and only 13% have college degrees; the same relatively low educational attainments were reported by the Indian group. It is also important to note that 6% of the Black students and 7.4% of "Other" reported they did not know. Summary follows:

TABLE 29
PERCENT DISTRIBUTION OF RACE
VS. EDUCATIONAL LEVEL OF HEAD OF HOUSEHOLD

(Read lines horizontally)

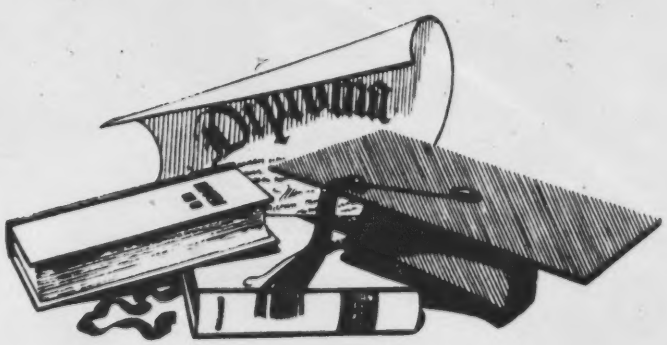
	Less Than High School Grad	High School Graduate	Some College, No Degree	College or Univ. Degree	Don't Know	Totals Number	Totals %
Indian or Alaskan	23.4%	41.3%	18.6%	13.8%	3.0%	1,844	100%
Asian/Orien. & Pacific Isle	8.4%	31.3%	8.4%	49.4%	2.4%	569	100%
Black, Not Hispanic	20.8%	41.6%	18.5%	13.1%	6.0%	5,855	100%
Spanish (Hispanic)	28.8%	34.4%	14.2%	20.3%	2.4%	1,453	100%
White, Not Hispanic	13.3%	41.4%	17.2%	26.3%	1.9%	67,155	100%
Other	15.4%	41.4%	12.5%	23.4%	7.4%	3,249	100%
Row Σ	14.4%	41.2%	17.0%	25.0%	2.4%	80,125	100%

TABLE 30
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
EDUCATIONAL LEVEL OF HEAD OF HOUSEHOLD

(Number of seniors and percent of responders)

		Less Than High School Grad	High School Grad	Some College, No Degree	College or Univ. Grad	Don't Know	Totals
Indian or Alaskan	# Srs	432	761	343	254	55	1,844
	% of Σ	.5%	.9%	.4%	.3%	.1%	2.3%
Asian/Orien. Pacific Isle	# Srs	48	178	48	281	14	569
	% of Σ	.1%	.2%	.1%	.4%	.0%	.7%
Black, Not Hispanic	# Srs	1,220	2,434	1,083	768	350	5,855
	% of Σ	1.5%	3.0%	1.4%	1.0%	.4%	7.3%
Spanish (Hispanic)	# Srs	418	500	206	295	34	1,453
	% of Σ	.5%	.6%	.3%	.4%	.0%	1.8%
White, Not Hispanic	# Srs	8,953	27,805	11,517	17,639	1,241	67,155
	% of Σ	11.2%	34.7%	14.4%	22.0%	1.5%	83.8%
Other	# Srs	500	1,344	405	761	240	3,249
	% of Σ	.6%	1.7%	.5%	.9%	.3%	4.1%
Totals	# Srs	11,572	33,022	13,601	19,997	1,933	80,125
	% of Σ	14.4%	41.2%	17.0%	25.0%	2.4%	100.0%

X^2=293.73822 *with 20 degrees of freedom.*
Significance is beyond the .0001 level.
Sample survey responders were expanded to the universe of the Class of '80.
1274 missing observations from sample of 11,938 seniors.



HIGHLIGHTS: INTERRELATIONSHIPS BETWEEN RACE AND MOST POPULAR CAREER OR OCCUPATIONAL CHOICES

(See Table 31 on facing page for details)

An examination of this table will reveal quickly that Engineers and Managers are very popular choices across all ethnic groups. However, the relative popularity of other careers and occupations vary considerably by ethnic group. Careers are rank ordered on the table by the number and percent of the class choosing each. Of course, because White students made up about 82% of the entire class, the rank order of their choices essentially becomes the class rank. Using the class rank order as the point of comparison, the more apparent anomolies that appear for minority group members include:

Ethnic Group	More Popular than $\bar{x}$	Less Popular than $\bar{x}$
Indian	Apprentices Auto Mechanic/Repairman	Accountant Medical Technicians
Asian/Oriental	Registered Nurse Physician	Secondary Sch. Teachers Technicians
Black	Computer Programmer Clerks	Farmer Elementary Sch. Teacher
Spanish (Hispanic)	Beautician/Cosmetologist Clerks	Farmer Author/Journalist or Reporter

These reported career choices are supported by the employment plans, and postsecondary program selections identified by seniors in each ethnic group, as presented later in this chapter.

TABLE 31
INTERRELATIONSHIPS: DISTRIBUTION BY RACE VS.
MOST POPULAR CAREER OR OCCUPATIONAL CHOICES

Career or Occupation	INDIAN	ASIAN/ORIEN.	BLACK,	SPANISH	WHITE,	OTHER	TOTALS Number	% of Σ
Engineers	103	55	315	96	4,415	240	5,224	6.3%
Managers	123	21	274	82	4,168	165	4,833	5.8%
Accountant or Auditor	48	21	267	55	3,716	21	4,128	5.0%
Secretary or Stenographer	75	14	158	75	2,824	75	3,221	3.9%
Secondary Sch. Teachers	48	7	178	34	2,481	62	2,810	3.5%
Apprentices	96	27	199	48	2,255	158	2,783	3.4%
Techns. & Assts. (Medical)	14	7	117	27	1,695	48	1,898	2.4%
Technicians (Technical Types)	34	7	123	55	1,596	69	1,884	2.3%
Registered Nurse (R.N.)	41	27	178	21	1,556	55	1,878	2.3%
Computer Programmer	34	21	233	34	1,446	69	1,837	2.2%
Lawyer or Judge	34	21	151	14	1,556	34	1,810	2.2%
Beautician, Beauty Operator or Cosmetologist	48	0	103	41	1,309	103	1,604	1.9%
Auto Mechanic or Repairman	62	0	69	34	1,220	82	1,467	1.8%
Farmer; General, Speciality Crop, Dairy or Fruit	48	7	0	0	1,145	34	1,234	1.5%
Author, Journalist or Reporter	7	7	62	0	1,083	34	1,193	1.4%
Manager, Retail or Wholesale Operations	7	0	55	21	1,028	34	1,145	1.4%
Elementary (grade school) Teacher	27	0	34	14	1,040	0	1,115	1.3%
Actor, Actress, Dancer or Entertainer	21	0	96	7	744	62	930	1.1%
Clerks	21	0	110	34	740	21	926	1.1%
Physician, Specialized Practice	0	27	75	0	768	21	891	1.1%
Airline Hostess or Steward(ess)	14	14	55	21	754	27	885	1.1%

*Sample survey Numbers expanded to the universe of the Class of '80.

HIGHLIGHTS: INTERRELATIONSHIPS

ETHNIC BACKGROUND VS. HOW DEFINITE SENIORS' PLANS ARE

The distribution pattern in this case is quite different from the preceding ones. First, proportionately more Black and Asiatic seniors were quite definite in their occupational or career choices and educational plans. Second, more than 25% of the White group and nearly 28% of the Indian group are "Indefinite." More than half of the Spanish seniors were "Almost definite," a choice which was also very popular with Black and White seniors.

TABLE 32
PERCENT DISTRIBUTION BY RACE
VS. HOW DEFINITE SENIORS' PLANS ARE

(Read horizontally)

	Quite Definite	Almost Definite	In-Definite	Totals Number	Totals %
Indian or Alaskan	32.5%	39.6%	27.9%	1,817	100%
Asian/Orien. Pacific Isle	43.2%	34.6%	22.2%	555	100%
Black, Not Hispanic	34.7%	47.7%	17.6%	5,742	100%
Spanish (Hispanic)	30.6%	51.2%	18.2%	1,434	100%
White, Not Hispanic	31.9%	42.7%	25.4%	66,579	100%
Other	27.2%	38.9%	33.9%	3,174	100%
Row Σ	32.0%	42.9%	25.1%	79,282	100%

An interesting point for discussion concerns whether one fourth of these high school seniors being indefinite in their plans is too many. Considering these 80,000 seniors are on the eve of their graduation, for 20,000 to be indefinite as to what they plan to become--or to study--is something to contemplate.

TABLE 33
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
HOW DEFINITE SENIORS' PLANS ARE

(Number of seniors and percent of responders)

		Quite Definite	Almost Definite	In-Definite	TOTALS
Indian or Alaskan	# Srs	590	720	507	1,817
	% of Σ	.7%	.9%	.6%	2.3%
Asian/Orien. Pacific Isle	# Srs	240	192	123	555
	% of Σ	.3%	.2%	.2%	.7%
Black, Not Hispanic	# Srs	1,988	2,728	1,008	5,724
	% of Σ	2.5%	3.4%	1.3%	7.2%
Spanish (Hispanic)	# Srs	439	734	261	1,434
	% of Σ	.6%	.9%	.3%	1.8%
White, Not Hispanic	# Srs	21,251	28,388	16,940	66,579
	% of Σ	26.8%	35.8%	21.4%	84.0%
Other	# Srs	864	1,234	1,076	3,174
	% of Σ	1.1%	1.6%	1.4%	4.0%
TOTALS	# Srs	25,372	33,994	19,915	79,282
	% of Σ	32.0%	42.9%	25.1%	100.0%

X^2=58.77623 with 10 degrees of freedom.
Significance is beyond the .0001 level.
Sample survey responders were expanded to the Class universe.
397 missing observations from sample of 11,938 seniors.

HIGHLIGHTS: INTERRELATIONSHIPS

ETHNIC BACKGROUND VS. WHEN OCCUPATION OR CAREER CHOICE WAS DECIDED

Although there is a considerable amount of consistency in the seniors' answers for all ethnic groups, there are a few significant variations. For example, a relatively large proportion of Asian seniors reported they had decided on their career before the 7th grade (16.9% compared with 3.3% of the class as a whole). Also, more of the Black students made their choice earlier than the class as a whole. Overall, however, the majority of seniors reported they decided on their career choice during their junior or senior year in high school. Nearly 14% of all seniors reported they had not yet decided on a career (from a low of 8.3% of the Black seniors to a high of 19.3% Asian).

TABLE 34
PERCENT DISTRIBUTION BY RACE
VS. WHEN CAREER CHOICE WAS DECIDED

(Read lines horizontally)

	Grade						Haven't Done So Yet	TOTALS	
	K-6th	7th-8th	H.S. Fresh.	H.S. Soph.	H.S. Jr.	H.S. Sr.		Number	%
Indian or Alaskan	5.6%	7.5%	7.5%	10.9%	24.8%	30.8%	12.8%	1,824	100%
Asian/Orien. & Pacific Isle	16.9%	2.4%	9.6%	10.8%	15.7%	25.3%	19.3%	570	100%
Black, Not Hispanic	4.1%	12.8%	10.5%	12.2%	26.0%	26.0%	8.3%	5,827	100%
Spanish (Hispanic)	5.6%	5.6%	9.9%	12.7%	26.8%	30.5%	8.9%	1,460	100%
White, Not Hispanic	3.0%	6.1%	7.0%	10.9%	25.1%	33.7%	14.2%	67,072	100%
Other	4.9%	7.6%	8.9%	9.7%	20.9%	26.8%	21.1%	3,244	100%
Row Σ →	3.3%	6.7%	7.4%	11.0%	24.9%	32.7%	13.9%	79,995	100%

TABLE 35
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
WHEN CAREER CHOICE WAS DECIDED

(Number of seniors and percent of responders)

		Grade						Haven't Done So Yet	TOTALS
		K-6th	7th-8th	H.S. Fresh.	H.S. Soph.	H.S. Jr.	H.S. Sr.		
Indian or Alaskan	# Srs	103	137	137	198	453	562	233	1,824
	% of Σ	.1%	.2%	.2%	.2%	.6%	.7%	.3%	2.3%
Asian/Orien. & Pacific Isle	# Srs	96	14	55	62	89	144	110	570
	% of Σ	.1%	0%	.1%	.1%	.1%	.2%	.1%	.7%
Black, Not Hispanic	# Srs	240	747	610	713	1,515	1,515	487	[illegible]
	% of Σ	.3%	.9%	.8%	.9%	1.9%	1.9%	.6%	[illegible]
Spanish (Hispanic)	# Srs	82	82	144	185	391	446	130	1,460
	% of Σ	.1%	.1%	.2%	.2%	.5%	.6%	.2%	1.8%
White, Not Hispanic	# Srs	1,981	4,106	4,710	7,335	16,823	22,616	9,501	67,072
	% of Σ	2.5%	5.1%	5.9%	9.2%	21.0%	28.3%	11.9%	83.8%
Other	# Srs	158	247	288	315	679	871	686	3,244
	% of Σ	.2%	.3%	.4%	.4%	.8%	1.1%	.9%	4.1%
TOTALS	# Srs	2,660	5,333	5,944	8,809	19,949	26,153	11,147	79,995
	% of Σ	3.3%	6.7%	7.4%	11.0%	24.9%	32.7%	13.9%	100.0%

X^2=208.68702 with 30 degrees of freedom.
Significance beyond the .0001 level.
Sample survey responders were expanded to the Class universe.
293 missing observations from a sample of 11,938 seniors.

INTERRELATIONSHIP HIGHLIGHTS

ETHNIC BACKGROUND VS. MOST IMPORTANT REASON FOR CHOICE OF OCCUPATION OR CAREER

This cross-tabulation brought out some interesting contrasts. For example, the first three reasons (rank order) why seniors chose a certain occupation were quite different for various groups:

	RANK ORDER BY RACE		
	1st	2nd	3rd
Indian	Activities on the job	Money	Kinds of people I'll work with
Asian	Money	Activities on the job	Serving society
Black	Money	Activities on the job	Kinds of people I'll work with
Spanish	Activities on the job	Money	Kinds of people I'll work with
White	Activities on the job	Money	Kinds of people I'll work with

It is noteworthy that "Serving society" appears only once above, with "Activities on the job" and "Money" being the most important to all groups.

TABLE 36
PERCENT DISTRIBUTION BY RACE
VS. MOST IMPORTANT REASON FOR CHOICE OF OCCUPATION OR CAREER

(Read lines horizontally)

	Activities on the Job	Friends' Opinion of Job	People I'll Work With	Like to Work Indoors	Like to Work Outdoors	Money	Parents' Opinion of Job	Status & Prestige of Job	Serving Society	TOTALS Number	TOTALS %
Indian Alaskan	36.3%	1.5%	16.8%	1.9%	10.0%	19.8%	2.3%	5.0%	6.5%	1,796	100%
Asian/Orien. & Pacific Isle	18.5%	2.5%	13.6%	3.7%	4.9%	23.5%	8.6%	7.4%	17.3%	555	100%
Black, Not Hispanic	27.7%	1.9%	14.0%	3.2%	2.4%	28.8%	1.7%	9.8%	10.6%	5,813	100%
Spanish (Hispanic)	35.1%	2.4%	15.6%	1.9%	4.7%	20.9%	1.9%	8.5%	9.0%	1,447	100%
White, Not Hispanic	43.4%	1.0%	12.7%	1.0%	5.9%	19.2%	1.7%	6.2%	9.0%	66,332	100%
Other	37.1%	1.0%	10.7%	1.3%	9.4%	25.3%	2.8%	6.4%	6.0%	3,196	100%
Row Σ	41.5%	1.1%	12.9%	1.2%	5.8%	20.2%	1.8%	6.5%	9.0%	79,138	100%

TABLE 36A
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
MOST IMPORTANT REASON FOR CHOICE OF OCCUPATION OR CAREER

(Number of seniors and percent of responders)

		Activities on the Job	Friends' Opinion of Job	People I'll Work With	Like to Work Indoors	Like to Work Outdoors	Money	Parents' Opinion of Job	Status & Prestige of Job	Serving Society	TOTALS
Indian or Alaskan	# Srs	651	27	302	34	178	357	41	89	117	1,796
	% of Σ	.8%	0%	.4%	0%	.2%	.5%	.1%	.1%	.1%	2.3%
Asian/Orien. & Pacific Isle	# Srs	103	14	75	21	27	130	48	41	96	555
	% of Σ	.1%	0%	.1%	0%	0%	.2%	.1%	.1%	.1%	.7%
Black, Not Hispanic	# Srs	1,611	110	816	185	137	1,673	96	569	617	5,813
	% of Σ	2.0%	.1%	1.0%	.2%	.2%	2.1%	.1%	.7%	.8%	7.3%
Spanish (Hispanic)	# Srs	507	34	226	27	69	302	27	123	130	1,447
	% of Σ	.6%	0%	.3%	0%	.1%	.4%	0%	.2%	.2%	1.8%
White, Not Hispanic	# Srs	28,799	644	8,425	610	3,914	12,709	1,131	4,127	5,971	66,332
	% of Σ	36.4%	.8%	10.6%	.8%	4.9%	16.1%	1.4%	5.2%	7.5%	83.8%
Other	# Srs	1,186	27	343	41	302	809	89	206	192	3,196
	% of Σ	1.5%	0%	.4%	.1%	.4%	1.0%	2.8%	.3%	.2%	4.0%
TOTALS	# Srs	32,858	857	10,187	919	4,627	15,980	1,433	5,155	7,123	79,138
	% of Σ	41.5%	1.1%	12.9%	1.2%	5.8%	20.2%	1.8%	6.5%	9.0%	100.0%

X^2=259.64701 with 40 degrees of freedom.
Significance beyond the .0001 level.
Sample survey responders were expanded to the universe of the Class.
There were 418 missing observations from a sample of 11,938 seniors.

INTERRELATIONSHIP HIGHLIGHTS

ETHNIC BACKGROUND VS. THE SOURCE OR PERSON MOST HELPFUL IN MAKING CAREER CHOICE

"Parents or other relatives" ranked first as being most helpful in making a career choice for seniors of every ethnic group (nearly 40% of the entire class made this their first choice). "Previous work experience" garnered 10.4% of the entire class--but only 5.5% of the Black seniors. Black seniors also gave "Friends" and "High school courses" a relatively low priority, but they did rate the "School guidance counselor," "School career programs," and "TV & Radio" relatively higher. For some reason, proportionately fewer White seniors indicated "School guidance counselor" and "TV and Radio" as most important. No Asian students chose "School career programs" or "Printed materials" as most important. The second most helpful source or person is cross-tabulated in the following tables.

NOTE: The results of this--and the following tables, can be used to help plan the types of activities and materials useful in helping students in choosing a career or occupation.

TABLE 37
PERCENT DISTRIBUTION BY RACE
VS. SOURCE OR PERSON MOST HELPFUL IN MAKING CAREER CHOICE
(Read lines horizontally)

	Parents or Relatives	Friends	High School Teachers	School Guidance Counselor	School Career Program	Printed Materials	TV & Radio	Previous Work Exper.	High School Courses	Career Info. Systems	Other	TOTALS Number	TOTALS %
Indian	38.9%	9.1%	6.8%	4.9%	4.2%	2.6%	4.5%	10.2%	9.8%	2.3%	6.8%	1,817	100%
Asian	48.1%	8.9%	8.9%	5.1%	0%	0%	2.5%	11.4%	7.6%	1.3%	6.3%	542	100%
Black	45.7%	6.5%	8.1%	4.2%	5.9%	3.7%	4.3%	5.5%	8.6%	1.9%	5.7%	5,772	100%
Spanish	36.5%	8.1%	8.1%	1.9%	4.3%	5.2%	4.7%	12.8%	9.0%	.9%	8.5%	1,447	100%
White	39.2%	8.5%	8.7%	2.8%	4.1%	4.2%	2.2%	10.3%	10.8%	1.2%	8.0%	66,044	100%
Other	40.2%	13.6%	6.7%	1.5%	4.1%	2.4%	4.3%	10.8%	7.3%	.6%	8.4%	3,174	100%
Row Σ →	39.7%	8.6%	8.5%	2.9%	4.2%	4.1%	2.5%	10.0%	10.4%	1.3%	7.8%	78,795	100%

TABLE 38
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
SOURCE OR PERSON MOST HELPFUL IN MAKING CAREER CHOICE

(Numbers of seniors and percent of responders)

		Parents or Relatives	Friends	High School Teach.	Sch. Guid. Couns.	School Program (Career)	Printed Mat'ls.	TV & Radio	Previous Work Exper.	High School Courses	Career Info. Systems	Other	TOTALS
Indian	# Srs	706	165	123	89	75	48	82	185	178	41	123	1,817
	% of Σ	.9%	.2%	.2%	.1%	.1%	.1%	.1%	.2%	.2%	.1%	.2%	2.3%
Asian	# Srs	261	48	48	27	0	0	14	62	41	7	34	542
	% of Σ	.3%	.1%	.1%	0%	0%	0%	0%	.1%	.1%	0%	0%	.7%
Black	# Srs	2,639	377	466	240	343	213	247	315	494	110	329	5,772
	% of Σ	3.3%	.5%	.6%	.3%	.4%	.3%	.3%	.4%	.6%	.1%	.4%	7.3%
Spanish	# Srs	528	117	117	27	62	75	69	185	130	14	123	1,447
	% of Σ	.7%	.1%	.1%	0%	.1%	.1%	.1%	.2%	.2%	0%	.2%	1.8%
White	# Srs	25,879	5,628	5,752	1,824	2,722	2,790	1,426	6,801	7,130	809	5,285	66,044
	% of Σ	32.8%	7.1%	7.3%	2.3%	3.5%	3.5%	1.8%	8.6%	9.0%	1.0%	6.7%	83.8%
Other	# Srs	1,275	432	213	48	130	75	137	343	233	21	267	3,174
	% of Σ	1.6%	.5%	.3%	.1%	.2%	.1%	.2%	.4%	.3%	0%	.3%	4.0%
TOTALS	# Srs	31,288	6,766	6,718	2,255	3,332	3,201	1,974	7,891	8,206	1,001	6,163	78,795
	% of Σ	39.7%	8.6%	8.5%	2.9%	4.2%	4.1%	2.5%	10.0%	10.4%	1.3%	7.8%	100.0%

X^2=136.68684 with 50 degrees of freedom.
Significance beyond the .0001 level.
Sample survey responders were expanded to the universe of the Class.
There were 468 missing observations from a sample of 11,938 seniors.

INTERRELATIONSHIP HIGHLIGHTS

ETHNIC BACKGROUND VS. THE SECOND MOST HELPFUL SOURCE OR PERSON IN MAKING MY CAREER CHOICE

"Parents or other relative" was identified more often than any other as the second most helpful source or person in making a career choice (it was also most popular as the first most important by a wide margin). The Asian students--and to a lesser degree Black students and Indian students--did not emphasize this item. Another popular choice was "Friends," with Black and White students reflecting a slightly lower proportion making this choice. Other differences of note included proportionately more Black seniors chose School guidance counselor and Printed materials, but fewer Blacks identified Previous work experience. White students did not select School career programs as frequently as did other groups, but did favor Printed materials.

NOTE: The results of this--and the preceding question--can be used to help plan the types of activities and materials used to help students in choosing an occupation or career.

TABLE 39
PERCENT DISTRIBUTION BY RACE
VS. SECOND MOST HELPFUL SOURCE OR PERSON IN MAKING MY CAREER CHOICE
(Read lines horizontally)

	Parents or Relatives	Friends	High School Teach.	Sch. Guid. Couns.	School Program (Career)	Printed Mat'ls.	TV & Radio	Previous Work Exper.	High School Courses	Career Info. Systems	Other	TOTALS #	TOTALS %
Indian	16.1%	23.7%	10.8%	6.4%	6.4%	4.4%	5.2%	12.4%	8.0%	2.4%	4.0%	1,707	100%
Asian	6.2%	26.2%	10.8%	6.2%	9.2%	4.6%	4.6%	12.3%	12.3%	4.6%	3.1%	446	100%
Black	16.1%	18.1%	12.4%	10.7%	6.4%	8.0%	5.4%	6.3%	9.8%	4.3%	2.6%	5,375	100%
Spanish	20.1%	21.6%	11.1%	7.0%	6.0%	5.5%	2.5%	11.1%	8.0%	2.5%	4.5%	1,371	100%
White	20.2%	19.1%	10.3%	5.9%	4.6%	7.2%	3.1%	11.3%	11.2%	2.4%	4.6%	63,425	100%
Other	20.5%	20.8%	8.8%	5.0%	5.0%	4.5%	4.5%	11.1%	9.7%	2.7%	7.4%	3,037	100%
Row Σ	19.7%	19.3%	10.4%	6.2%	4.9%	7.0%	3.4%	11.0%	10.9%	2.6%	4.0%	75,354	100%

TABLE 40
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
SECOND MOST HELPFUL SOURCE OR PERSON IN MAKING MY CAREER CHOICE

(Number of seniors and percent of responders)

		Parents or Relatives	Friends	High School Teach.	Sch. Guid. Couns.	School Program (Career)	Printed Mat'ls.	TV & Radio	Previous Work Exper.	High School Courses	Career Info. Systems	Other	TOTALS
Indian	# Srs	274	405	185	110	110	75	89	213	137	41	69	1,707
	% of Σ	.4%	.5%	.2%	.1%	.1%	.1%	.1%	.3%	.2%	.1%	.1%	2.3%
Asian	# Srs	27	117	48	27	41	21	21	55	55	21	14	446
	% of Σ	.0%	.2%	.1%	0%	.1%	0%	0%	.1%	.1%	0%	0%	.6%
Black	# Srs	864	974	665	576	343	432	288	336	528	233	137	5,375
	% of Σ	1.1%	1.3%	.9%	.8%	.5%	.6%	.4%	.4%	.7%	.3%	.2%	7.1%
Spanish	# Srs	274	295	151	96	82	75	34	151	110	34	62	1,371
	% of Σ	.4%	.4%	.2%	.1%	.1%	.1%	0%	.2%	.1%	0%	.1%	1.8%
White	# Srs	12,806	12,127	6,533	3,736	2,941	4,559	1,995	7,191	7,088	1,549	2,900	63,425
	% of Σ	17.0%	16.1%	8.7%	5.0%	3.9%	6.0%	2.6%	9.5%	9.4%	2.1%	3.8%	84.2%
Other	# Srs	624	631	267	151	151	137	137	336	295	82	226	3,037
	% of Σ	.8%	.8%	.4%	.2%	.2%	.2%	.2%	.4%	.4%	.1%	.3%	4.0%
TOTALS	# Srs	14,869	14,547	7,849	4,696	3,668	5,299	2,564	8,281	8,151	1,960	3,407	75,354
	% of Σ	19.7%	19.3%	10.4%	6.2%	4.9%	7.0%	3.4%	11.0%	10.9%	2.6%	4.5%	100.0%

X^2=135.98291 with 50 degrees of freedom.
Significance beyond the .0001 level.
Sample survey responders were expanded to the universe of the Class.
There were 970 missing observations from a sample of 11,938 seniors.

INTERRELATIONSHIP HIGHLIGHTS

ETHNIC BACKGROUND VS. SENIORS' PLANS

WITHIN SIX MONTHS AFTER GRADUATION

A greater proportion (~40%) of White and Asian students planned to continue their education full time than any other group. This was followed by 34.7% of the Black students and 30% of the Spanish group. Trailing far behind was Indian at 18.2% and Other at 16.8%. Proportionately more Black students selected "School part time and work part time" as well as "Go into military service," the latter not being as popular a choice with White or Asian students. "Work full time, no further education" was chosen by proportionately more Indian students (26%), however, this was not a popular choice with Black students in particular, wherein only 10.5% had the plan to work full time--no further education.

TABLE 41

PERCENT DISTRIBUTION BY RACE

VS. PLANS WITHIN SIX MONTHS AFTER GRADUATION

(Read lines horizontally)

	Work Full Time No Further Education	Work First Continue Ed. Later	Continue Educ. Full Time	School Part Time Work Part Time	Go Into Military Service	Get Married No Further Education	Get Married Continue Ed. Later	I Don't Know	Other	TOTALS Number	TOTALS Percen
Indian or Alaskan	26.0%	21.2%	18.2%	15.2%	7.1%	3.3%	1.9%	4.8%	2.2%	1,844	100%
Asian/Orien. & Pacific Isle	24.1%	18.1%	39.8%	3.6%	2.4%	3.6%	0%	4.8%	3.6%	570	100%
Black, Not Hispanic	10.5%	20.1%	34.7%	20.6%	7.9%	.8%	1.9%	2.4%	1.2%	5,827	100%
Spanish (Hispanic)	17.8%	21.6%	30.0%	15.0%	5.6%	1.4%	2.8%	1.9%	3.8%	1,460	100%
White, Not Hispanic	16.4%	17.6%	41.8%	11.5%	3.8%	2.1%	1.6%	2.9%	2.3%	67,346	100%
Other	27.2%	22.5%	16.8%	11.4%	5.3%	3.8%	1.7%	5.1%	6.3%	3,256	100%
Row Σ	16.7%	18.2%	39.5%	12.2%	4.2%	2.1%	1.6%	3.0%	2.4%	80,303	100%

TABLE 42
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
PLANS WITHIN SIX MONTHS AFTER GRADUATION

(Numbers of seniors and percent of responders)

		Work Full Time No Further Education	Work First Continue Ed. Later	Continue Educ. Full Time	School Part Time Work Part Time	Go Into Military Service	Get Married No Further Education	Get Married Continue Ed. Later	I Don't Know	Other	TOTALS
Indian	# Srs	480	391	336	281	130	62	34	89	41	1,844
	% of Σ	.6%	.5%	.4%	.4%	.2%	.1%	0%	.1%	.1%	2.4%
Asian	# Srs	137	103	226	21	14	21	0	27	21	570
	of Σ	.2%	.1%	.3%	0%	0%	0%	0%	0%	0%	.7%
Black	# Srs	610	1,172	2,022	1,200	459	48	110	137	69	5,827
	% of Σ	.8%	1.5%	2.5%	1.5%	.6%	.1%	.1%	.2%	.1%	7.3%
Spanish	# Srs	261	315	439	219	82	21	41	27	55	1,460
	% of Σ	.3%	.4%	.5%	.3%	.1%	0%	.1%	0%	.1%	1.8%
White	# Srs	11,078	11,867	28,168	7,719	2,550	1,412	1,056	1,967	1,529	67,346
	% of Σ	13.8%	14.8%	35.1%	9.6%	3.2%	1.8%	1.3%	2.5%	1.9%	83.9%
Other	# Srs	884	734	548	370	171	123	55	165	206	3,256
	% of Σ	1.1%	.9%	.7%	.5%	.2%	.2%	.1%	.2%	.3%	4.1%
TOTALS	# Srs	13,450	14,582	31,739	9,810	3,406	1,687	1,296	2,412	1,921	80,303
	% of Σ	16.7%	18.2%	39.5%	12.2%	4.2%	2.1%	1.6%	3.0%	2.4%	100.0%

X^2=367.80051 with 40 degrees of freedom
Significance beyond the .0001 level.
Sample survey responders were expanded to the universe of the Class.
There were 248 missing observations from a sample of 11,938 seniors.

INTERRELATIONSHIP HIGHLIGHTS
ETHNIC BACKGROUND VS. THE MOST IMPORTANT REASON WHY SOME SENIORS DO NOT PLAN TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER THEY GRADUATE FROM HIGH SCHOOL

This question was answered only by those high school seniors who had no intention of continuing their education, either upon graduation, now or later. This group was made up of nearly 20,000 students (25% of the entire class). As one might expect, plans to work, get married, or go into the military were the most often cited reasons for not continuing education. More than 12% of this group stated they were not interested. However, there are significant differences between ethnic groups in the proportions of seniors' reasons for not continuing their education. For example, a higher proportion of Black students planned to look for a job (31.4% of those responding) and a smaller proportion already had a job arranged (13.8%) than any other group. This should not come as a surprise as the unemployment rate of Blacks is consistently high. Further, more than twice the proportion of Black students planned to go into military service (20.1% vs. the class average of 9.8%): a smaller proportion of Black students planned to get married. Interestingly, a smaller proportion of Black than White students claimed the most important reason was not enough money (5% vs. 6.5%). The main differences in the Asian student group were that a higher proportion said they weren't interested, and none said they planned to go into the military service or didn't have enough money or weren't going because the school they wanted was not available locally.

It may be of interest to compare the proportion of each ethnic group making up the class as a whole and the proportion of each answering this question. A summary follows:

	Indian	Asian	Black	Spanish	White	Other	Total
Percent of Class Σ	2.3%	.7%	7.2%	1.9%	83.7%	4.2%	100%
Percent who do not plan to continue their education	3.6%	.8%	5.5%	1.9%	81.3%	6.9%	100%*

Percent of responders to this question.

TABLE 43
PERCENT DISTRIBUTION BY RACE
VS. THE MOST IMPORTANT REASON WHY SENIORS DO NOT PLAN TO ENROLL IN AN EDUCATIONAL PROGRAM AFTER GRADUATION
(Read lines horizontally)

	Plan to Look for Job	Have Job Arranged	Plan to Get Married	Not Interested Now	Going Into Military	I am Undecided	My Grades Are Too Low	No Local School Wanted	Don't Have Money	TOTALS Number*	TOTALS Percent
Indian	22.1%	29.8%	10.6%	13.5%	9.6%	5.8%	3.8%	0%	4.8%	713	100%
Asian	25.0%	29.2%	8.3%	20.8%	0%	12.5%	4.2%	0%	0%	165	100%
Black	31.4%	13.8%	6.9%	8.8%	20.1%	6.3%	6.3%	1.3%	5.0%	1,090	100%
Spanish	21.8%	25.5%	12.7%	7.3%	9.1%	14.5%	5.5%	1.8%	1.8%	377	100%
White	21.6%	27.0%	10.1%	12.9%	9.1%	8.7%	3.8%	.3%	6.5%	16,233	100%
Other	25.2%	21.8%	9.9%	8.4%	10.9%	8.9%	7.9%	.5%	6.4%	1,385	100%
Row Σ	22.5%	26.0%	10.0%	12.4%	9.8%	8.6%	4.2%	.3%	6.3%	19,963*	100%

Represents 24.2% of Class.

TABLE 44
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
THE MOST IMPORTANT REASON FOR NOT PLANNING TO CONTINUE EDUCATION

(Numbers of seniors and percent of responders)

		Plan to Look for Job	Have Job Arranged	Plan to Get Married	Not Interested Now	Going Into Military	I am Undecided	My Grades Are Too Low	No Local School Wanted	Don't Have Money	TOTALS
Indian or Alaskan	# Srs	158	213	76	96	69	41	27	0	34	713
	% of Σ	.8%	1.1%	.4%	.5%	.3%	.2%	.1%	0%	.2%	3.6%
Asian/Orien. & Pacific Isle	# Srs	41	48	14	34	0	21	7	0	0	165
	% of Σ	.2%	.2%	.1%	.2%	0%	.1%	0%	0%	0%	.8%
Black, Not Hispanic	# Srs	343	151	75	96	219	69	69	14	55	1,090
	% of Σ	1.7%	.8%	.4%	.5%	1.1%	.3%	.3%	.1%	.3%	5.5%
Spanish (Hispanic)	# Srs	83	96	48	27	34	55	21	7	7	377
	% of Σ	.4%	.5%	.2%	.1%	.2%	.3%	.1%	0%	0%	1.9%
White, Not Hispanic	# Srs	3,510	4,381	1,638	2,098	1,481	1,412	610	41	1,063	16,233
	% of Σ	17.6%	21.9%	8.2%	10.5%	7.4%	7.1%	3.1%	.2%	5.3%	81.3%
Other	# Srs	350	302	137	117	151	123	110	7	89	1,385
	% of Σ	1.8%	1.5%	.7%	.6%	.8%	.6%	.5%	0%	.4%	6.9%
TOTALS	# Srs	4,483	5,190	1,988	2,468	1,954	1,721	843	69	1,248	19,963*
	% of Σ	22.5%	26.0%	10.0%	12.4%	9.8%	8.6%	4.2%	.3%	6.3%	100.0%

X^2=76.82122 with 40 degrees of freedom.
Significance=.0004
Sample survey respondents were expanded to the universe of the Class.

**9,050 missing observations from a sample of 11,938 responders (i.e., 24.2% of sample responded).*

INTERRELATIONSHIP HIGHLIGHTS

ETHNIC BACKGROUND VS. MOST IMPORTANT REASON WHY SOME SENIORS PLAN TO DELAY CONTINUING THEIR EDUCATION FOR SIX MONTHS OR LONGER AFTER GRADUATION FROM HIGH SCHOOL

The most popular reason given for delaying the continuation of education was to "Earn some money first," chosen by more than 40% of those answering this question (12.2% of the class); this choice was equally popular among all ethnic groups. "Need more time to decide" was chosen next by more than one-fourth of all those answering--but this reason was not as popular with Spanish or Black students as with others. "Gain some work experience" was chosen by about 18% of every ethnic group except White students (12.7% responded to this item). Consistent with a popular choice of Black students to not continue their education at all--was "Going into military service;" this was chosen by proportionately more than twice as many Black students as the class average.

TABLE 45
PERCENT DISTRIBUTION BY RACE
VS. REASON FOR DELAY IN CONTINUING EDUCATION

(Read lines horizontally)

	Earn Some Money First	Gain Some Work Experience	Need More Time to Decide	Going Into Military First	Get Married First	Want To Move Out of Indiana	Other	TOTALS Number	TOTALS Percent
Indian	37.5%	17.5%	25.0%	10.0%	7.5%	2.5%	0%	274	100%
Asian	0%	0%	--*	0%	0%	0%	0%	--*	--*
Black	41.5%	17.9%	16.0%	17.0%	2.8%	2.8%	1.9%	727	100%
Spanish	38.9%	19.4%	8.3%	8.3%	11.1%	5.6%	8.3%	247	100%
White	40.3%	12.7%	28.4%	6.7%	5.3%	2.6%	4.0%	8,439	100%
Other	39.7%	17.6%	22.1%	1.5%	5.9%	7.4%	5.9%	466	100%
Row Σ →	40.2%	13.6%	26.7%	7.4%	5.3%	2.9%	3.9%	10,160	100%

**Only 1 Asian student answered this question.*

TABLE 46
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
REASON FOR DELAY IN CONTINUING EDUCATION

(Numbers of seniors and percent of responders)

		Earn Some Money First	Gain Some Work Exper.	Need More Time to Decide	Going Into Military First	Get Married First	Want to Move Out of Indiana	Other	TOTALS
Indian or Alaskan	# Srs	103	48	69	27	21	7	0	274
	% of Σ	1.0%	.5%	.7%	.3%	.2%	.1%	0%	2.7%
Asian/Orien. & Pacific Isle	# Srs	0	0	7	0	0	0	0	7
	% of Σ	0%	0%	.1%	0%	0%	0%	0%	.1%
Black, Not Hispanic	# Srs	302	130	117	123	21	21	14	727
	% of Σ	3.0%	1.3%	1.1%	1.2%	.2%	.2%	.1%	7.2%
Spanish (Hispanic)	# Srs	96	48	21	21	27	14	21	247
	% of Σ	.9%	.5%	.2%	.2%	.3%	.1%	.2%	2.4%
White, Not Hispanic	# Srs	3,400	1,069	2,399	569	446	219	336	8,439
	% of Σ	33.5%	10.5%	23.6%	5.6%	4.4%	2.2%	3.3%	83.1%
Other	# Srs	185	82	103	7	27	34	27	466
	% of Σ	1.8%	.8%	1.0%	.1%	.3%	.3%	.3%	4.6%
TOTALS	# Srs	4,086	1,378	2,715	747	542	295	398	10,160
	% of Σ	40.2%	13.6%	26.7%	7.4%	5.3%	2.9%	3.9%	100 %

X^2=50.92926 with 30 degrees of freedom.
Significance=.0099
There were 10,480 missing observations from a sample of 11,938 responders (i.e., 12.2% of total sample responded; expanded to universe=10,160 seniors).

INTERRELATIONSHIP HIGHLIGHTS
ETHNIC BACKGROUND VS. TYPE AND LOCATION OF POSTSECONDARY PROGRAM OR INSTITUTION

The next four tables present the distribution of seniors--by ethnic group--to each major type or location of their chosen postsecondary institution. Table 47 is the key table: it presents a summary of the numbers and percentages of seniors who plan to attend (1) Colleges and Universities in Indiana (public and private) and (2) Some other postsecondary institution. This table shows for example that 2,015 Black seniors (53.8% of all Black students continuing their education) plan to attend a public college or university in Indiana and 206 (5.5%) plan to attend a private college or university in Indiana; further, 1,522 Black seniors (40.6% of all Black students) plan to attend some other postsecondary institution. This distribution is very different from that of the White students which was 60.6% going to a public college or university in Indiana. 14.5% going to a private college or university in Indiana, and only 24.9% to some other postsecondary institution. Table 48 shows the numerical and percentage break-out in more detail. Tables 49 and 50 present the distribution--numbers and percents--of only those seniors who have chosen a postsecondary institution other than a college or university in Indiana.

TABLE 47
SUMMARY: TYPE AND LOCATION OF PROGRAM OR INSTITUTION

Ethnic Group		PLAN TO ATTEND: College or Univ. in Indiana: Public	PLAN TO ATTEND: College or Univ. in Indiana: Private	PLAN TO ATTEND: Some Other Postsecondary Institution	Universe of Responders: Total Number*	Universe of Responders: Percent of Total
Indian	#	370	69	336	775	1.6% (Col.)
	%	47.7%	8.9%	43.4%	--	100 % (Row)
Asian	#	206	48	110	364	.8% (Col.)
	%	56.6%	13.1%	30.2%	--	100 % (Row)
Black	#	2,015	206	1,522	3,743	7.8% (Col.)
	%	53.8%	5.5%	40.6%	--	100 % (Row)
Spanish (Hispanic)	#	418	75	288	782	1.6% (Col.)
	%	53.5%	9.6%	36.8%	--	100 % (Row)
White	#	25,036	5,985	10,324	41,344	85.6% (Col.)
	%	60.6%	14.5%	24.9%	--	100 % (Row)
Other	#	644	130	528	1,303	2.7% (Col.)
	%	49.4%	10.0%	40.5%	--	100 % (Row)
TOTALS	#	28,689	6,513	13,108	48,310	100 % (Col.)
	%	59.4%	13.5%	27.1%	--	100 % (Row)

*These 48,310 seniors represent the total group who do plan to continue their education full time or part time after graduation from high school; they represent 58.5% of the total Class of '80 which is made up of 82,668 seniors.

TABLE 48
PERCENT DISTRIBUTION BY RACE
VS. CHOICE OF POSTSECONDARY INSTITUTION BY TYPE OR PROGRAM

		College or University			Business School		Other Postsecondary Vocational School		Trade Apprenticeship	Other	TOTALS
		In Indiana Public	In Indiana Private	Out-of-State	In Indiana	Out-of-State	In Indiana	Out-of-State			
Indian or Alaskan	# Srs	370	69	55	27	48	123	14	41	27	774
	% of Σ	.8%	.1%	.1%	.1%	.1%	.3%	0%	.1%	.1%	1.6%
Asian or Pacific Isle	# Srs	206	48	69	7	0	14	0	0	21	365
	% of Σ	.4%	.1%	.1%	0%	0%	0%	0%	0%	0%	.8%
Black, Not Hispanic	# Srs	2,015	206	590	247	82	315	103	69	117	3,744
	% of Σ	4.2%	.4%	1.2%	.5%	.2%	.7%	.2%	.1%	.2%	7.7%
Spanish (Hispanic)	# Srs	418	75	82	41	7	89	14	27	27	780
	% of Σ	.9%	.2%	.2%	.1%	0%	.2%	0%	.1%	.1%	1.6%
White, Not Hispanic	# Srs	25,036	5,985	4,552	1,015	370	2,379	603	500	905	41,345
	% of Σ	51.8%	12.4%	9.4%	2.1%	.8%	4.9%	1.2%	1.0%	1.9%	85.6%
Other	# Srs	644	130	123	21	27	206	41	21	89	1,302
	% of Σ	1.3%	.3%	.3%	0%	.1%	.4%	.1%	0%	.2%	2.7%
TOTALS	# Srs	28,689	6,513	5,471	1,358	534	3,126	775	658	1,186	48,310
	% of Σ	59.4%	13.5%	11.3%	2.8%	1.1%	6.5%	1.6%	1.4%	2.5%	100 %

INTERRELATIONSHIP HIGHLIGHTS
ETHNIC BACKGROUND VS. TYPE AND LOCATION OF CHOSEN POSTSECONDARY INSTITUTION (OTHER THAN A COLLEGE OR UNIVERSITY IN INDIANA)

About 27% of all the seniors who identified the postsecondary institution they hoped to attend answered this particular question. Of these, the largest proportions of seniors were made up of Asian and White seniors who planned to attend a college or university out-of-state (62% and 44% of these groups respectively); this choice was not as popular with Indian, Spanish, or Black students. "Other vocational schools in Indiana" was the second most popular choice, particularly with Indian and Spanish seniors.

TABLE 49
PERCENT DISTRIBUTION BY RACE
VS. TYPE AND LOCATION OF CHOSEN POSTSECONDARY INSTITUTION
(OTHER THAN A COLLEGE OR UNIVERSITY IN INDIANA)

(Read lines horizontally)

	Out-of-State College/ Univ.	Business School in Indiana	Business School Out-of-State	Other Voc'l. Sch. in Indiana	Other Voc'l. Sch. Out-of-State	Apprenticeship Program	Other	TOTALS Number	TOTALS Percent
Indian or Alaskan	16.3%	8.2%	14.3%	36.7%	4.1%	12.2%	8.2%	336	100%
Asian/Orien. & Pacific Isle	62.5%	6.3%	0%	12.5%	0%	0%	18.8%	110	100%
Black, Not Hispanic	38.7%	16.2%	5.4%	20.7%	6.8%	4.5%	7.7%	1,522	100%
Spanish (Hispanic)	28.6%	14.3%	2.4%	31.0%	4.8%	9.5%	9.5%	288	100%
White, Not Hispanic	44.1%	9.8%	3.6%	23.0%	5.8%	4.8%	8.8%	10,324	100%
Other	23.4%	3.9%	5.2%	39.0%	7.8%	3.9%	16.9%	528	100%
Row Σ	41.7%	10.4%	4.1%	23.8%	5.9%	5.0%	9.0%	13,108	100%

TABLE 50
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
TYPE AND LOCATION OF CHOSEN POSTSECONDARY INSTITUTION
(OTHER THAN A COLLEGE OR UNIVERSITY IN INDIANA)

(Numbers of Seniors and Percent of Responders)

		Out-of-State College/ Univ.	Business School in Indiana	Business School Out-of-State	Other Voc'l. Sch. in Indiana	Other Voc'l. Sch. Out-of-State	Apprenticeship Program	Other	TOTALS
Indian or Alaskan	# Srs	55	27	48	123	14	41	27	336
	% of Σ	.4%	.2%	.4%	.9%	.1%	.3%	.2%	2.6%
Asian/Orien. & Pacific Isle	# Srs	69	7	0	14	0	0	21	110
	% of Σ	.5%	.1%	0%	.1%	0%	0%	.2%	.8%
Black, Not Hispanic	# Srs	590	247	82	315	103	69	117	1,522
	% of Σ	4.5%	1.9%	.6%	2.4%	.8%	.5%	.9%	11.6%
Spanish (Hispanic)	# Srs	82	41	7	89	14	27	27	168
	% of Σ	.6%	.3%	.1%	.7%	.1%	.2%	.2%	2.2%
White, Not Hispanic	# Srs	4,552	1,015	370	2,379	603	500	905	10,324
	% of Σ	34.7%	7.7%	2.8%	18.1%	4.6%	3.8%	6.9%	78.8%
Other	# Srs	123	21	27	206	41	21	89	528
	% of Σ	.9%	.2%	.2%	1.6%	.3%	.2%	.7%	4.0%
TOTALS	# Srs	5,470	1,357	535	3,126	775	658	1,186	13,108
	% of Σ	41.7%	10.4%	4.1%	23.8%	5.9%	5.0%	9.0%	100 %

X^2=78.67543 with 30 degrees of freedom.
Significance beyond the .0001 level.
1,912 responders from a sample of 11,938 seniors (e.g., 1.6% of entire class: expanded to universe=13,108).

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INTERRELATIONSHIP HIGHLIGHTS
ETHNIC BACKGROUND VS. MOST IMPORTANT REASON(S) FOR CONTINUING (POSTSECONDARY) EDUCATION

Nearly 87% of all seniors planning to continue their education said they did so "To get prepared for a better job or career:" this was the most popular choice with students in all ethnic groups! "Make more money" was the second most popular choice--it was chosen by more than 80% of the Spanish seniors--as well as more than 40% of the Black and White seniors. "Meet new and interesting people" was an important reason for continuing education for White, Indian and Black seniors--31.9%, 29.2% and 27.3% respectively--but this was not nearly as important to Spanish seniors (18.4%) or Asians at 19%. A very large difference is noted in the percentage who chose "Prepare for graduate school;" this choice was important to 19% of the Asian seniors--as compared with 8.7% of the class as a whole and less than 5% of the Indian students. Another large difference was "Improve reading and study skills" chosen by 13.7% of the Black seniors but only 5.3% of all responders. To "Get away from home" was important to proportionately more Black, Indian and Spanish seniors, but was not as important to Asian and White seniors.

TABLE 51
PERCENT DISTRIBUTION* BY RACE
VS. MOST IMPORTANT REASON FOR CONTINUING EDUCATION

(Read lines horizontally) *(Seniors could make more than one choice)*

	Parent Wanted Me to Go	Could Not Find a Job	Get Away From Home	Prepare for a Better Job	Gain Genrl. Educ.	Improve Read. & Study Skills	Attain Culture	Make More Money	Learn More About Things	Meet New & Interest. People	Prep. for Grad. School	Seniors Going to College No.	%
Indian	7.1%	5.3%	11.5%	84.9%	21.3%	6.2%	11.5%	39.0%	31.9%	29.2%	4.4%	775	100%
Asian	20.6%	0%	5.8%	71.7%	22.5%	3.9%	11.3%	33.8%	20.6%	19.0%	19.0%	364	100%
Black	17.6%	4.0%	10.6%	83.9%	21.6%	13.7%	13.7%	43.8%	28.8%	27.3%	9.0%	3,743	100%
Spanish	21.1%	1.8%	10.5%	72.8%	20.2%	6.1%	13.2%	81.3%	28.9%	18.4%	7.0%	782	100%
White	17.6%	1.2%	7.6%	87.5%	19.2%	4.6%	9.9%	40.7%	22.3%	31.9%	8.8%	41,344	100%
Other	16.8%	1.1%	6.8%	76.8%	19.5%	4.8%	11.1%	36.3%	19.5%	24.2%	5.3%	1,303	100%
TOTALS Class $\bar{x}$	17.6%	1.5%	7.9%	86.6%	19.5%	5.3%	10.3%	40.9%	23.5%	31.1%	8.7%	48,310	100%

Percent represents proportion of answers for each ethnic group.

TABLE 52
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
MOST IMPORTANT REASON(S) FOR CONTINUING EDUCATION

(Numbers of seniors and percent of responders) (Seniors could make more than one choice)

		Parent Wanted Me to Go	Could Not Find a Job	Get Away From Home	Prepare for a Better Job	Gain Genrl. Educ.	Improve Read. & Study Skills	Attain Culture	Make More Money	Learn More About Things	Meet New & Interest. People	Prep. for Grad. School	Row Σ No. & % Seniors Going to College
Indian	# Srs	55	41	89	658	165	48	89	302	247	226	34	775
	% of	.1%	.1%	.2%	1.4%	.3%	.1%	.2%	.6%	.5%	.5%	.1%	1.6%
Asian	# Srs	75	0	21	261	82	14	41	123	75	69	69	364
	% of	.2%	0%	0%	.5%	.2%	0%	.1%	.3%	.2%	.1%	.1%	.8%
Black	# Srs	658	151	398	3,140	809	514	514	1,638	1,076	1,021	336	3,743
	% of	1.4%	.3%	.8%	6.5%	1.7%	1.1%	1.1%	3.4%	2.2%	2.1%	.7%	7.8%
Spanish	# Srs	165	14	82	569	158	48	103	636	226	144	55	782
	% of	.3%	0%	.2%	1.2%	.3%	.1%	.2%	1.3%	.5%	.3%	.1%	1.6%
White	# Srs	7,280	487	3,133	36,182	7,923	1,885	4,093	16,844	9,474	13,183	3,620	41,344
	% of	15.1%	1.0%	6.5%	74.9%	16.4%	3.9%	8.5%	34.9%	19.6%	27.3%	7.5%	85.6%
Other	# Srs	219	14	89	1,001	254	62	144	473	254	315	69	1,303
	% of	.5%	0%	.2%	2.1%	.5%	.1%	.3%	1.0%	.5%	.7%	.1%	2.7%
TOTALS	# Srs	8,453	706	3,812	41,811	9,440	2,571	4,984	19,743	11,352	15,000	4,182	48,310
	% of	17.6%	1.5%	7.9%	86.6%	19.5%	5.3%	10.3%	40.9%	23.5%	31.1%	8.7%	>100 %

Numbers of seniors in sample expanded to the universe of the Class of '80
Total of 48,310 seniors identified the type of postsecondary institution they planned to attend within six months' graduation from high school.

INTERRELATIONSHIP HIGHLIGHTS
ETHNIC BACKGROUND VS. THE MOST IMPORTANT REASON FOR SELECTING A CERTAIN COLLEGE OR UNIVERSITY

The most important reason for selecting a certain college or university (chosen by more than one-third of all those answering this question) was "Offers what I want to study." For some reason there was one exception; this reason was identified as being the most important by only 15% of the Asian students--who favored "Good academic reputation of school." The second most popular choice was "Location near home" which was selected by more than 20% of every group." "Good academic reputation of school" was third most popular choice except for Indian and Spanish students. "Counselor or teacher advice" was more frequently chosen by Black and Indian students, and "College recruiter advice" was chosen more often by Asian and Black students than by other groups.

TABLE 53
PERCENT DISTRIBUTION BY RACE
VS THE MOST IMPORTANT REASON FOR SELECTING A CERTAIN COLLEGE OR UNIVERSITY
(Read horizontally) (Percentage of seniors answering question)

	Location Near Home	Friends Plan to Attend	Low Tuition	Financial Aid Offered	Size of School	Offers What I Want to Study	Counselor or Teacher Advice	Advice of Former Student	College Recruiter Advice
Indian	28.4%	.9%	4.3%	3.4%	6.9%	37.9%	2.6%	1.7%	1.7%
Asian	24.5%	3.8%	5.7%	7.5%	0%	15.1%	0%	0%	3.8%
Black	24.5%	2.5%	4.0%	7.5%	4.0%	32.5%	4.5%	1.1%	2.0%
Spanish	24.5%	.9%	3.6%	10.0%	7.3%	36.4%	1.8%	1.8%	0%
White	20.6%	2.5%	5.4%	2.9%	6.0%	35.8%	.9%	1.6%	.7%
Other	26.4%	3.9%	5.1%	1.7%	9.0%	30.3%	1.7%	1.7%	1.1%
TOTALS	21.3%	2.5%	5.3%	3.4%	5.9%	35.3%	1.2%	1.6%	.8%

	Preference or Wish of Parent	Good Academic Reputation of School	Other Reason	TOTAL
Indian	.9%	6.0%	5.2%	100%
Asian	11.3%	17.1%	11.3%	100%
Black	2.0%	10.5%	4.7%	100%
Spanish	1.8%	9.1%	2.7%	100%
White	2.3%	15.3%	6.0%	100%
Other	2.8%	11.2%	5.1%	100%
TOTALS	2.3%	14.6%	5.9%	100%

TABLE 54
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
THE MOST IMPORTANT REASON FOR SELECTING A COLLEGE OR UNIVERSITY
(Number of seniors and percent of those answering this question)

		Location Near Home	Friends Plan to Attend	Low Tuition	Financial Aid Offered	Size of School	Offers What I Want to Study	Counselor or Teacher Advice	Advice of Former Student	College Recruiter Advice
Indian or Alaskan	# Srs	226	7	34	27	55	302	21	14	14
	% of Σ	.5%	0%	.1%	.1%	.1%	.6%	0%	0%	0%
Asian or Pacific Isle	# Srs	89	14	21	27	0	55	0	0	14
	% of Σ	.2%	0%	0%	.1%	0%	.1%	0%	0%	0%
Black, Not Hispanic	# Srs	925	96	151	281	151	1,227	171	41	75
	% of Σ	2.0%	.2%	.3%	.6%	.3%	2.6%	.4%	.1%	.2%
Spanish (Hispanic)	# Srs	185	7	27	75	55	274	14	14	0
	% of Σ	.4%	0%	.1%	.2%	.1%	.6%	0%	0%	0%
White, Not Hispanic	# Srs	8,350	1,008	2,201	1,165	2,413	14,526	363	665	267
	% of Σ	17.6%	2.1%	4.6%	2.5%	5.1%	30.6%	.8%	1.4%	.6%
Other	# Srs	322	48	62	21	110	370	21	21	14
	% of Σ	.7%	.1%	.1%	0%	.2%	.8%	0%	0%	0%
TOTALS	# Srs	10,097	1,180	2,496	1,596	2,784	16,754	590	755	384
	% of Σ	21.3%	2.5%	5.3%	3.4%	5.9%	35.3%	1.2%	1.6%	.8%

		Preference or Wish of Parent	Good Academic Reputation of School	Other Reason	TOTALS
Indian or Alaskan	# Srs	7	48	41	796
	% of Σ	0%	.1%	.1%	1.7%
Asian or Pacific Isle	# Srs	41	62	41	364
	% of Σ	.1%	.1%	.1%	.8%
Black, Not Hispanic	# Srs	75	398	178	3,769
	% of Σ	.2%	.8%	.4%	7.9%
Spanish (Hispanic)	# Srs	14	69	21	755
	% of Σ	0%	.1%	0%	1.6%
White, Not Hispanic	# Srs	932	6,204	2,447	40,541
	% of Σ	2.0%	13.1%	5.2%	85.5%
Other	# Srs	34	137	62	1,222
	% of Σ	.1%	.3%	.1%	2.6%
TOTALS	# Srs	1,103	6,918	2,790	47,447
	% of Σ	2.3%	14.6%	5.9%	100 %

X^2=208.69510 with 55 degrees of freedom.
Significance beyond the .0001 level.
Sample survey responders were expanded to the universe of the class.
5,041 missing observations from a sample of 11,938 seniors.

INTERRELATIONSHIP HIGHLIGHTS
ETHNIC BACKGROUND VS. HOW FINANCING OF POSTSECONDARY EDUCATION IS PLANNED

(Answered by seniors who planned to continue their education within six months after graduation)

More than two-thirds of all responders identified "Parents or family support" as a means of financing their education. However, fewer than 50% of the Black and Indian students identified this source. More than two-thirds of White and Asian students did identify this source. Nearly half the students also selected "Personal savings"--which was not nearly as popular a choice with Black, Spanish or Indian students. "Full-time work" was selected by more than 38% of the White seniors, but fewer than 20% of the Black students. Proportionately more Black students were expecting a "Grant or scholarship from the State Student Assistance Commission of Indiana" (22.5% vs. 17.2% for all responders), and particularly, Black students expected financial assistance from the Basic Educational Opportunity Grant (38.1% of Black students vs. 20.8% of all responders).

TABLE 55
PERCENT DISTRIBUTION BY RACE
VS. HOW FINANCING OF EDUCATION IS PLANNED
(Read horizontally) (Percentage of seniors answering question)

	Parents or Family Support	Personal Savings	Part-Time Employment While in School	Full-Time Work During Summer	Help from State Student Asst. Comm.	Basic Educ. Oppor. Grant BEOG/PELL	Help from Educ'l. Institution	Educ'l. Loan from Bank or Other
Indian	46.8%	31.4%	35.4%	24.8%	18.6%	19.5%	18.6%	10.6%
Asian	67.9%	34.1%	20.6%	30.2%	19.0%	13.2%	13.2%	15.1%
Black	46.3%	21.2%	33.3%	19.4%	22.5%	38.1%	21.6%	10.1%
Spanish	57.9%	27.2%	31.6%	23.7%	15.9%	32.5%	15.0%	8.8%
White	69.8%	50.2%	40.7%	38.4%	16.9%	19.3%	22.0%	16.8%
Other	56.3%	35.2%	32.6%	24.7%	13.1%	14.2%	15.3%	13.7%
TOTALS	67.0%	46.8%	39.6%	36.0%	17.2%	20.8%	21.5%	15.9%

	ROTC Scholarship	Aid from Private Sponsor	Social Security Benefits	Veteran Dependents Benefits	Other	I Don't Know	TOTAL N=48,310 Number	%
Indian	0%	8.0%	11.5%	2.7%	6.2%	4.4%	775	100%
Asian	3.8%	9.3%	1.9%	5.8%	5.8%	9.3%	364	100%
Black	2.6%	7.0%	10.5%	2.6%	2.9%	2.8%	3,743	100%
Spanish	0%	5.2%	11.4%	5.2%	3.5%	0%	782	100%
White	1.0%	6.4%	5.7%	2.3%	4.4%	2.6%	41,344	100%
Other	3.2%	5.8%	5.3%	2.6%	5.3%	4.2%	1,303	100%
TOTALS	1.2%	6.5%	6.2%	2.4%	4.4%	2.7%	48,310	100%

TABLE 56
INTERRELATIONSHIPS: ETHNIC BACKGROUND VS.
HOW FINANCING OF EDUCATION IS PLANNED

(All answers that apply were checked)
(Numbers of seniors and percent of responders)

		Parents or Family Support	Personal Savings	Part-Time Employment While in School	Full-Time Work During Summer	Help from State Student Asst. Comm.	Basic Educ. Oppor. Grant BEOG/PELL	Help from Educ'l. Institution
Indian or Alaskan	# Srs	363	243	274	192	144	151	144
	% of Σ	.8%	.5%	.6%	.4%	.3%	.3%	.3%
Asian/Orien. & Pacific Isle	# Srs	247	124	75	110	69	48	48
	% of Σ	.5%	.3%	.2%	.2%	.1%	.1%	.1%
Black, Not Hispanic	# Srs	1,734	795	1,248	727	843	1,426	809
	% of Σ	3.6%	1.7%	2.6%	1.5%	1.8%	3.0%	1.7%
Spanish (Hispanic)	# Srs	453	213	247	185	124	254	117
	% of Σ	.9%	.4%	.5%	.4%	.3%	.5%	.2%
White, Not Hispanic	# Srs	28,875	20,772	16,844	15,877	6,979	7,966	9,083
	% of Σ	59.8%	43.0%	34.9%	32.9%	14.5%	16.5%	18.8%
Other	# Srs	734	459	425	322	171	185	199
	% of Σ	1.5%	1.0%	.9%	.7%	.4%	.4%	.4%
TOTALS	# Srs	32,405	22,616	19,113	17,413	8,329	10,029	10,400
	% of Σ	67.0%	46.8%	39.6%	36.0%	17.2%	20.8%	21.5%

		Educ'l. Loan from Bank or Other	ROTC Scholar-ship	Aid from a Private Sponsor	Social Security Benefits	Veteran Dependents Benefits	Other	I Don't Know	# & % Going to College*
Indian or Alaskan	# Srs	82	0	62	89	21	48	34	775
	% of Σ	.2%	0%	.1%	.2%	0%	.1%	.1%	1.6%
Asian/Orien. & Pacific Isle	# Srs	55	14	34	7	21	21	34	364
	% of Σ	.1%	0%	.1%	0%	0%	0%	.1%	.8%
Black, Not Hispanic	# Srs	377	96	261	391	96	110	103	3,743
	% of Σ	.8%	.2%	.5%	.8%	.2%	.2%	.2%	7.8%
Spanish (Hispanic)	# Srs	69	0	41	89	41	27	0	782
	% of Σ	.1%	0%	.1%	.2%	.1%	0%	0%	1.6%
White, Not Hispanic	# Srs	6,931	425	2,660	2,365	939	1,830	1,056	41,344
	% of Σ	14.3%	.9%	5.5%	4.9%	1.9%	3.8%	2.2%	85.6%
Other	# Srs	178	41	75	69	34	69	55	1,303
	% of Σ	.4%	.1%	.2%	.1%	.1%	.1%	.1%	2.7%
TOTALS	# Srs	7,692	576	3,133	3,010	1,152	2,105	1,282	48,310
	% of Σ	15.9%	1.2%	6.5%	6.2%	2.4%	4.4%	2.7%	100 %

Numbers of seniors in sample expanded to universe of Class of '80.

*Total of 48,310 seniors identified the type of postsecondary institution they planned to attend within six months of graduation from high school.

CHAPTER VII

INTERRELATIONSHIPS: SEX VS. CHARACTERISTICS AND PLANS OF HIGH SCHOOL SENIORS

This chapter is made up of a series of cross-tabulations which show the answers to survey questions broken down by sex. There were 82,668 seniors in the Class of '80. There was less than 1% difference in the division between sexes; i.e., 40,590 males (49.1% of total class) and 42,078 females (50.9% of class).

As described in the first chapter, a stratified random sample survey constituting twelve cells was used to acquire the data; there were 11,938 responders. The numbers of seniors shown in the following tables represent the entire class as the numbers of survey responders to each question were expanded to the universe by applying the appropriate coefficients of expansion. The raw chi square value, degrees of freedom, and significance levels are also shown.

Data are shown in a matrix form which may have to be studied for a few minutes. Both row (Sex--male, female) and column (question items) percentages are presented. These are explained with examples on the facing page.

HIGHLIGHTS: SEX VS. TYPE PROGRAM ENROLLED IN

TABLE 57
INTERRELATIONSHIPS: SEX VS. TYPE PROGRAM SENIOR IS ENROLLED IN

		COLLEGE PREP.	BUSINESS EDUC.	VOC'L. EDUC.	GEN'L. EDUC.	OTHER	ROW TOTAL #/%
MALE	# Srs	14,467	4,877	9,755	6,696	4,795	40,590 (49.1%)
	% of Total	17.5%	5.9%	11.8%	8.1%	5.8%	
	Row % →	35.7%→	11.9%→	24.1%→	16.6%→	11.7%→	=100.0%
	Col. % ↓	47.1%↓	28.1%↓	75.9%↓	49.9%↓	57.4%↓	
FEMALE	# Srs	16,286	12,400	3,141	6,779	3,555	42,078 (50.9%)
	% of Total	19.7%	15.0%	3.8%	8.2%	4.3%	
	Row % →	38.7%→	29.4%→	7.4%→	16.0%→	8.4%→	=100.0%
	Col. % ↓	52.9%↓	71.9%↓	24.1%↓	50.1%↓	42.6%↓	
COL. TOTAL # SRS		30,753	17,195	12,896	13,475	8,267	82,668
PERCENT OF TOTAL		37.2%→	20.8%→	15.6%→	16.3%→	10.0%→	(100%)

Raw X^2=977.92897 with 4 degrees of freedom. Significance beyond the .0001 level.

HIGHLIGHTS AND READING THE MATRIX

The above matrix presents data in a variety of ways:

a. Total Distribution: The sample survey data (responders only) are expanded to the entire Class of '80 (82,668 seniors) and are shown distributed by sex across the five types of high school programs. For example, there are 30,753 seniors in College Prep. type high school programs which constitute 37.2% of the total class of 82,668. There are 17,195 (20.8%) in Business Education, etc. Total class distribution by sex is also shown; for example, 14,467 males are enrolled in College Prep. type programs which represents 17.5% of the total class and 16,286 females representing 19.7% of the class are also enrolled in College Prep. (totalling 30,753 seniors making up 37.2% of the class).

b. Distribution by Sex: The table shows there are 40,590 males and 42,078 females with total of 82,668. The percentage distributions of males and females are shown separately in the row (line) tabulations across all five types of programs (horizontally). For example, 35.7% of all male seniors were enrolled in College Prep. programs, 11.9% male seniors were in Business Educ., 24.1% were in Vocational Educ. programs, etc. It can readily be seen that more males were enrolled in College Prep. programs than any other type. This is true also for females. However, Vocational Education is the second most popular program for males (24.1% of all males), whereas Business Education is the second most popular program for females (29.4% of all females).

c. Distribution by Type Program: Another way to examine these data is to see the proportion of males and females by each type of program. In this case, the column percentages (read vertically) are used; for example, of the 30,753 seniors enrolled in College Prep. programs, 47.1% were males and 52.9% were females. Business Education classes are made up of 71.9% females and 28.1% males, which is nearly the reverse of Vocational Education which is composed of 75.9% males and 24.1% females.

HIGHLIGHTS: GRADE DIFFERENCE BY SEX

Females report significantly higher grades than do males; for example, nearly 50% of the females report their grade average to be "B"--which compares with only about 40% of the males with B averages. Nearly 17% of the females report "A" averages--which compares with fewer than 11% of the males. Yet, females score lower on the Scholastic Aptitude Tests. (See tables below.)

TABLE 58
INTERRELATIONSHIPS: SEX VS. SELF-REPORTED GRADE
(Sample survey returns expanded to universe)

A/B C D

		GRADE					ROW
		A	B	C	D	UNKNOWN	TOTALS
MALE	# Srs	4,381	16,120	17,195	1,653	1,157	40,590
	% of Total	5.3%	19.5%	20.8%	2.0%	1.4%	49.1%
	Row % →	10.8% →	39.8% →	42.5% →	4.0% →	2.8% →	= 100%
	Col % ↓	38.2% ↓	43.8% ↓	57.4% ↓	72.8% ↓	56.6% ↓	
FEMALE	# Srs	7,110	20,667	12,814	579	909	42,078
	% of Total	8.6%	25.0%	15.5%	.7%	1.1%	50.9%
	Row % →	16.9% →	49.2% →	30.4% →	1.4% →	2.1% →	= 100%
	Col % ↓	61.8% ↓	56.2% ↓	42.6% ↓	27.2% ↓	43.4% ↓	
COL. TOTAL # SRS		11,490	36,870	30,008	2,232	2,067	82,668
PERCENT OF TOTAL		13.9% →	44.6% →	36.3% →	2.7% →	2.5% →	= 100%

X^2=332.58415 with 4 degrees of freedom. Significance is beyond the .0001 level.
139 observations missing from sample of 11,938 seniors.

HIGHLIGHTS: GRADE AND TEST SCORE DIFFERENCES VS. SEX
(Tables 59 and 59A)

Males had higher verbal and math SAT scores than did females, however, females had higher average (overall) high school grades (see table at top of page). However, females did excel on the Test of Standard Written English.

TABLE 59
SCHOLASTIC APTITUDE TEST (SAT) SCORES OF INDIANA HIGH SCHOOL STUDENTS
CLASS OF '79-80 (MEAN TEST SCORES) N=37,262

	VERBAL			MATHEMATICS		
	MALE	FEMALE	STATE	MALE	FEMALE	STATE
Mean	411	404	407	476	428	450
Std. Dev.	99	100	99	113	103	110

TABLE 59A
TEST OF STANDARD WRITTEN ENGLISH (TSWE) SCORES
(Mean Test Scores)

	MALE	FEMALE	TOTAL
Mean	39.8	41.5	40.7
Std. Dev.	10.5	10.3	10.4

NOTE: *For details on college test scores, see Monograph 80-1, "A Comparison Study of the College Board Scholastic Aptitude Test Scores..." 10 November 1980, Office of Manpower Studies, Purdue University.*

HIGHLIGHTS: SEX VS. SENIORS' HEAD OF HOUSEHOLD AND EDUCATIONAL ATTAINMENT

Table 60 reveals that a slightly higher proportion of males report Father as their head of household, while females reported a higher proportion of Mother and Other as head of household.

In Table 61 it can be seen that the educational attainments of heads of households of male and female seniors are about the same.

TABLE 60
INTERRELATIONSHIPS: SEX VS. SENIOR'S HEAD OF HOUSEHOLD
(Sample survey returns expanded to universe)

		Father	Mother	Other	Row Total
MALE	# Seniors	33,067	5,787	1,653	40,507
	% of Total	40.0%	7.0%	2.0%	49%
	Row % →	81.7%→	14.2%→	4.1%→	= 100%
	Col % ↓	50.1%↓	44.5%↓	45.2%↓	
FEMALE	# Seniors	32,985	7,191	1,984	42,161
	% of Total	39.9%	8.7%	2.4%	51%
	Row % →	78.2%→	17.1%→	4.7%→	= 100%
	Col % ↓	49.9%↓	55.5%↓	54.8%↓	
Col Total # Srs		66,052	12,979	3,637	82,668
Percent of Total		79.9%→	15.7%→	4.4%→	= 100%

Raw X^2=22.60513 with 2 degrees of freedom. Significance beyond the .0001 level.
140 observations missing from 11,938 senior responder sample

TABLE 61
INTERRELATIONSHIPS: SEX VS.
LEVEL OF EDUCATION OF HEAD OF HOUSEHOLD

		Not High School Grad	High School Grad	Some College	College Grad	Unknown	Row Total
MALE	# Seniors	5,621	16,947	6,448	10,334	1,157	40,507
	% of Total	6.8%	20.5%	7.8%	12.5%	1.4%	49%
	Row % →	13.9%→	41.8%→	15.8%→	25.6%→	2.9%→	= 100%
	Col % ↓	47.2%↓	49.7%↓	45.6%↓	50.2%↓	59.1%↓	
FEMALE	# Seniors	6,283	17,122	7,688	10,251	827	42,161
	% of Total	7.6%	20.7%	9.3%	12.4%	1.0%	51%
	Row % →	14.9%→	40.6%→	18.2%→	24.4%→	1.9%→	= 100%
	Col % ↓	52.8%↓	50.3%↓	54.4%↓	49.8%↓	40.9%↓	
Col Total # Srs		11,904	34,059	14,053	20,667	1,984	82,668
Percent of Total		14.4%→	41.2%→	17.0%→	25.0%→	2.4%→	= 100%

Raw X^2=25.95671 with 4 degrees of freedom. Significance beyond the .0001 level.
113 observations missing from 11,938 senior responder sample.

HIGHLIGHTS: SEX VS. OCCUPATIONAL CHOICE OF SENIOR

Some occupations were chosen in almost equal proportions--some were more popular with males and others were preferred by females. The most popular occupation was "Engineer" selected by 6.7% of all seniors, mostly male by a ratio of about 6 to 1 (4,510 males and 576 females, representing 5.8% and .9% of the total class respectively). The next most popular career choice was "Accountant" selected by 5.5% of all seniors (2,578 females and 1,584 males, representing 3.4% and 2.1% of the class respectively). A much larger margin of females chose Elementary and Special Education Teacher, Registered Nurse, Beautician, Cashier & Clerk, Secretary, and Medical Technician. Larger proportions of males chose Apprentice, Farmer, Architect, Auto and Diesel Mechanics, Engineers and Technicians. Computer related occupations, Secondary Teachers, Lawyers, Managers and Physicians were of considerable interest to seniors of both sexes.

TABLE 62
INTERRELATIONSHIPS: SEX VS. (OCCUPATIONAL) CAREER CHOICE
(CHOSEN BY >1% OF ALL SENIORS) (CLASS OF 1980)*

OCCUPATION	MALE		FEMALE		TOTAL	
	#	%	#	%	#	%
Accountant or Auditor	1,584	2.1%	2,578	3.4%	4,162	5.5%
Actor, Actress, Dancer, Entertainer	391	.5	535	.7	926	1.2
Farmer; General/Speciality Crop	1,165	1.6	75	.1	1,240	1.7
Airline Hostess/Steward(ess)	48	.1	836	1.1	884	1.2
Apprentices (All Trades/Skills)	2,735	3.6	62	.1	2,797	3.7
Architect	720	1.0	123	.2	843	1.1
Artist or Sculptor	329	.4	528	.7	857	1.1
Assembly or Prod. Wrkr. in Factory	617	.8	178	.2	795	1.1
Author, Journalist or Reporter	391	.5	809	1.1	1,200	1.6
Auto Mechanic/Repairman	1,460	1.9	48	.1	1,508	2.0
Beautician, Beauty Oper./Cosmetologist	34	0	1,611	2.1	1,645	2.2
Cashier, Retail Store/Bank	21	0	782	1.1	803	1.1
Clerk, File...	96	.1	836	1.1	932	1.2
Computer Systems Analyst	515	.7	267	.4	782	1.1
Computer Programmer	905	1.2	939	1.3	1,844	2.5
Diesel Mechanic	809	1.1	7	0	816	1.1
Engineers (All)	4,510	5.8	576	.9	5,086	6.7
Physician, General Practice	192	.3	144	.2	336	.4
Physician, Specialized Practice	418	.6	480	.6	898	1.2
Registered Nurse	14	0	1,878	2.5	1,892	2.5
Housewife	0	0	816	1.1	816	1.1
Lawyer or Judge	1,056	1.4	782	1.0	1,838	2.4
Manager, Retail/Wholesale	610	.8	555	.7	1,165	1.6
Manager, Other	496	.7	315	.4	811	1.1
Police or Security Officers	446	.6	219	.3	665	1.0
Secretary or Stenographer	14	0	3,243	4.3	3,257	4.3
Teacher, Elementary	82	.1	1,049	1.4	1,131	1.5
Teacher, Special Education	34	0	645	1.0	679	1.0
Teacher, Secondary	1,097	1.4	1,734	2.3	2,831	3.7
Technicians (Eng'g. related)	1,160	1.6	90	.1	1,250	1.7
Technicians (Medical)	95	.1	1,692	2.3	1,787	2.4

Class of '80 percent and number based on adjusted frequency.

NOTE: *Sum of numbers may not equal totals because of rounding. Sample respondents inflated to universe by applying 6.8555 coefficient of expansion.*

HIGHLIGHTS: HOW DEFINITE SENIORS' PLANS ARE VS. SEX

Both males and females seem to have about the same degree of definitiveness of their plans after graduation from high school. The slightly greater proportion of females than males that are "Quite Definite" in their plans is offset by a higher proportion of females who are "Indefinite." It is noteworthy that about 25% of all seniors about to graduate--are indefinite about their career choice or educational plans.

TABLE 63
INTERRELATIONSHIPS: DEFINITIVENESS OF SENIORS' PLANS VS. SEX

(Sample survey returns expanded to universe)

		Quite Definite	Almost Definite	In-Definite	Row Total
MALE	# Seniors	12,566	18,104	9,838	40,425
	% of Total	15.2%	21.9%	11.9%	= 48.9%
	Row % →	31.0%→	44.7%→	24.2%→	= 100.0%
	Column % ↓	47.6%↓	51.0%↓	46.9%↓	
FEMALE	# Seniors	13,806	17,360	11,078	42,243
	% of Total	16.7%	21.0%	13.4%	= 51.1%
	Row % →	32.6%→	41.1%→	26.2%→	= 100.0%
	Column % ↓	52.4%↓	49.0%↓	53.1%↓	
	Column Total	26,372	35,464	20,916	82,668
	% of Total	31.9%→	42.9%→	25.3%→	= 100.0%

Raw X^2=15.87918 with 2 degrees of freedom. Significance = .0004.
263 observations missing from sample of 11,938 seniors.

HIGHLIGHTS: MOST IMPORTANT REASON FOR CHOOSING CAREER VS. SEX

"Job activities" was by far the most popular reason for choosing an occupation or career identified by both male and female high school seniors.

However, there are some very significant differences between male and female seniors as to the most important reason why they chose the career they did. The greatest difference is "Kinds of people I'll work with," which was chosen by 19% of the females and only 6.6% of the males. The next greatest difference is "Money," chosen by 25.4% of the males as most important, and only 15.2% of the females: the third greatest difference was "Working outdoors" which was popular with males (nearly 10%) vs. only 2% of the females: then came "Serving society, which was chosen by nearly twice as many females as males (11.9% vs. 6%). No question about it--there are big differences between males and females!

SECOND MOST IMPORTANT REASON FOR CHOOSING CAREER VS. SEX

Here again the differences were significant. Many more females chose "Kinds of people I'll work with" and "Serving society" whereas proportionately more males chose "Money," "Working outdoors," and "Status or prestige of job."

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Fairly comparable proportions of both males and females identified the following reasons for their career choices: "Previous job experience" (favored slightly by females), "Friends' opinion of job" and "Parent's opinion" (both favored slightly by males), and "Working indoors" (not much difference).

TABLE 64

MOST IMPORTANT REASON FOR CHOOSING CAREER VS SEX

(Sample survey returns expanded to universe of 82,668 seniors)

		Job Activities	Friend's Opinion	People I'll Work With	Indoor Work	Outdoor Work	Money	Parent Opinion	Status Prestige	Serve Society
Male 49.2%	# Srs.	16,286	496	2,645	579	4,051	10,334	909	2,893	2,480
	Tot. %	19.7%	.6%	3.2%	.7%	4.9%	12.5%	1.1%	3.5%	3.0%
	Row %	40.1	1.3	6.6	1.4	9.9	25.4	2.3	7.0	6.0
	Col. %	47.4	59.1	25.2	57.1	82.7	61.8	62.4	53.6	32.9
Female 50.8%	# Srs.	18,022	331	7,936	413	827	6,365	579	2,480	4,960
	Tot. %	21.8%	.4%	9.6%	.5%	1.0%	7.7%	.7%	3.0%	6.0%
	Row %	42.9	.9	19.0	1.0	2.0	15.2	1.3	5.9	11.9
	Col. %	52.6	40.9	74.8	42.9	17.3	38.2	37.6	46.4	67.1
100%	Col. Σ	34,308	909	10,664	992	4,877	16,699	1,488	5,373	7,440
	% of Σ	41.5%	1.1%	12.9%	1.2%	5.9%	20.2%	1.8%	6.5%	9.0%

Raw X^2 = 950.77385 with 8 degrees of freedom. Significance beyond .0001 level

309 observations missing from sample of 11,938 seniors.

TABLE 65

SECOND MOST IMPORTANT REASON FOR CHOOSING CAREER VS SEX

(Sample survey returns expanded to universe of 82,668 seniors)

		Job Activities	Friend's Opinion	People I'll Work With	Indoor Work	Outdoor Work	Money	Parent Opinion	Status Prestige	Serve Society
Male 48.8%	# Srs.	6,613	1,405	4,960	909	3,307	13,888	1,901	4,629	2,811
	Tot. %	8.0%	1.7%	6.0%	1.1%	4.0%	16.8%	2.3%	5.6%	3.4%
	Row %	16.4	3.4	12.3	2.2	8.2	34.5	4.7	11.5	6.9
	Col. %	45.7	54.1	32.7	45.5	78.3	56.1	50.4	55.5	37.3
Female 51.2%	# Srs.	7,853	1,157	10,168	1,075	909	10,912	1,819	3,720	4,712
	Tot. %	9.5%	1.4%	12.3%	1.3%	1.1%	13.2%	2.2%	4.5%	5.7%
	Row %	18.5	2.8	24.1	2.5	2.2	25.8	4.4	8.8	11.1
	Col. %	54.3	45.9	67.3	54.5	21.7	43.9	49.6	44.5	62.7
100%	Col. Σ	14,466	2,562	15,128	1,984	4,216	24,800	3,720	8,349	7,523
	% of Σ	17.5%	3.1%	18.3%	2.3%	5.1%	30.0%	4.5%	10.1%	9.0%

Raw X^2 = 580.27203 with 8 degrees of freedom. Significance beyond .0001 level.

555 observations missing from sample of 11,938 seniors.

HIGHLIGHTS: SEX VS ETHNIC BACKGROUND

In general, type of race distribution is fairly evenly divided between the sexes. However, slightly (proportionately) more males claimed to be Indian, Asian, or Other; this was balanced off by slightly more females claiming to be White.

TABLE 66.
SEX VS ETHNIC BACKGROUND

		Indian	Asian	Black	Spanish	White	Other	Row Total
Male	# Srs.	992	331	2,976	744	33,315	2,149	40,507
	Tot. %	1.2%	.4%	3.6%	.9%	40.3%	2.6%	49%
	Row %	2.4→	.8→	7.3→	1.9→	82.2→	5.2→	100%
	Col. %	52.2	57.8	49.4	51.6	48.0	64.0	
Female	# Srs.	909	248	3,059	744	36,043	1,157	42,160
	Tot. %	1.1%	.3%	3.7%	.9%	43.6%	1.4%	51%
	Row %	2.1→	.6→	7.2→	1.7→	85.5→	2.8→	100%
	Col. %	47.8	42.2	50.6	48.4	52.0	36.0	
	Col. Σ	1,901	579	6,035	1,488	69,358	3,306	82,667
	% of Σ	2.3%	.7%	7.3%	1.8%	83.9%	4.0%	100%

Raw X^2 = 50.22624 with 5 degrees of freedom. Significance beyond the .0001 level

280 observations missing from sample of 11,938 seniors

HIGHLIGHTS: WHEN CAREER PLANS WERE DECIDED - BY SEX

There is a somewhat similar pattern for both male and female high school seniors as to when they decided on their chosen occupation or career: about one-third of both sexes did so during their senior year, about one-fourth did so during their junior year, and about 14% had not yet decided, although survey was made a few months before graduation.

TABLE 67
WHEN CAREER PLANS WERE DECIDED VS. SEX
(Sample survey returns expanded to universe)

		Kinder. thru gr 6	Grades 7-8	High Sch. Fresh	High Sch. Soph	High Sch. Jr	High Sch. Sr	Haven't Decided	Row Total
MALE	# Srs	1,405	2,563	2,976	4,712	10,250	12,814	5,787	40,507
	% of Σ	1.7%	3.1%	3.6%	5.7%	12.4%	15.5%	7.0%	49%
	Row % →	3.5→	6.3→	7.4→	11.6→	25.3→	31.6→	14.3→	= 100%
	Col % ↓	51.3↓	46.4↓	49.0↓	51.8↓	49.7↓	47.4↓	49.7↓	
FEMALE	# Srs	1,323	2,976	3,142	4,381	10,334	14,219	5,869	42,161
	% of Σ	1.6%	3.6%	3.8%	5.3%	12.5%	17.2%	7.1%	51%
	Row % →	3.2→	7.0→	7.4→	10.4→	24.6→	33.6→	13.8→	= 100%
	Col % ↓	48.7↓	53.6↓	51.0↓	48.2↓	50.3↓	52.6↓	50.3↓	
	Col Σ	2,808	5,539	6,118	9,093	20,584	26,950	11,574	82,668
	% of Σ	3.4%→	6.7%→	7.4%→	11.0%→	24.9%→	32.6%→	14.0%→	= 100%

Raw X^2=11.72275 with 6 degrees of freedom. Significance=.0684.
145 observations missing from sample of 11,938 seniors.

HIGHLIGHTS: SOURCE OF MOST HELP IN MAKING CAREER CHOICE VS SEX

The greatest help in making a career choice, reported by both male and female seniors--was "Parents" (chosen by a higher proportion of males). Females were helped slightly more than males by "High school teachers,"Courses and career programs," as well as by"Printed materials." Males reported slightly more help from "TV & radio," "Previous work experience," and "Friends." Both were helped about equally (if not significantly) by "Guidance counselors" and "Career information systems."

TABLE 68
SOURCE OR PERSON MOST HELPFUL IN MAKING CAREER CHOICE VS SEX

		Parents	Friends	High School Teacher	Guid. Counsell.	School Career Program	Printed Matls	TV or Radio	Previous Work Exper.	High School Courses	Career Info. Systems	Other	Row Total
Male	# Srs.	16,616	4,051	3,059	1,075	1,488	1,488	1,240	4,381	3,637	496	3,059	
	Tot. %	20.1%	4.9%	3.7%	1.3%	1.8%	1.8%	1.5%	5.3%	4.4%	.6%	3.7%	49%
	Row %	41.0→	9.9→	7.6→	2.7→	3.6→	3.6→	3.1→	10.8→	8.9→	1.2→	7.5→	100%
	Col. %	50.6	56.8	43.8	46.6	42.2	43.9	60.2	52.7	41.9	44.0	47.5	
Female	# Srs.	16,203	3,059	3,968	1,240	2,067	1,901	827	3,885	5,043	579	3,389	
	Tot. %	19.6%	3.7%	4.8%	1.5%	2.5%	2.3%	1.0%	4.7%	6.1%	.7%	4.1%	51%
	Row %	38.5→	7.3→	9.4→	3.0→	4.8→	4.5→	1.9→	9.3→	11.9→	1.4→	8.0→	100%
	Col. %	49.4	43.2	56.2	53.4	57.8	56.1	39.8	47.3	58.1	56.0	52.5	
	Col. Σ	32,819	7,110	7,027	2,315	3,555	3,389	2,067	8,266	8,680	1,075	6,448	82,668
	% of Σ	39.7%	8.6%	8.5%	2.8%	4.2%	4.1%	2.5%	10.0%	10.4%	1.3%	7.8%	100%

Raw X^2 = 101.97803 with 10 degrees of freedom. Significance beyond the .0001 level
371 observations missing from sample of 11,938 seniors

HIGHLIGHTS: SENIORS' PLANS WITHIN SIX MONTHS AFTER GRADUATION VS SEX

The single largest group of seniors chose "Continue my education full time;" more females than males selected this plan (more females than males are now enrolling in colleges and universities Nationally). Going to work part time and school part time are fairly equally divided between the sexes--as is "Work first, then further my education." "I don't know" was also identified by about the same proportions of both sexes. Proportionately more females than males plan to get married first (they do marry at an earlier age). However, more males plan to "Work full time, no further education planned at this time," and more males plan to go into military service.

TABLE 69

SENIORS' PLANS WITHIN SIX MONTHS AFTER GRADUATION VS SEX

		Work full time No Further Educ.	Work First, Then Educ.	Continue Educ. Full time	School Part time Work Part time	Going into Military Service	Get Married No Educ. Planned	Get Married Then Educ.	I Don't Know	Other	Row Total
MALE	# Srs.	7,688	7,523	15,046	4,960	2,893	331	165	1,157	744	40,507
	Tot. %	9.3%	9.1%	18.2%	6.0%	3.5%	.4%	.2%	1.4%	.9%	49%
	Row %	19.0→	18.6→	37.1→	12.2→	7.2→	.8→	.4→	3.0→	1.8→	= 100%
	Col. %	55.3	50.1	46.2	49.1	82.3	17.7	12.0	47.6	37.2	
FEMALE	# Srs.	6,200	7,523	17,526	5,125	661	1,405	1,157	1,323	1,240	42,161
	Tot. %	7.5%	9.1%	21.2%	6.2%	.8%	1.7%	1.4%	1.6%	1.5%	51%
	Row %	14.8→	17.8→	41.5→	12.2→	1.5→	3.4→	2.8→	3.1→	2.9→	= 100%
	Col. %	44.7	49.9	53.8	50.9	17.7	82.3	88.0	52.4	62.8	
	Col. Σ	13,888	15,046	32,572	10,085	3,554	1,736	1,322	2,480	1,984	82,668
	% of Σ	16.9%	18.2%	39.4%	12.2%	4.3%	2.1%	1.6%	3.0%	2.4%	100%

Raw X^2 = 489.61426 with 8 degrees of freedom. Significance beyond the .0001 level.
149 observations missing from sample of 11,938 seniors.

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HIGHLIGHTS: THE MOST IMPORTANT REASONS I'VE DECIDED TO CONTINUE MY EDUCATION--BY SEX

(Seniors could check more than one reason)

The most popular choice for continuing education after graduation from high school was to "Get prepared for a better job or career," which was selected by more than half of all students answering this question. Actually this reason was selected by a higher proportion of females than males--an interesting point! The second most popular choice of males was to "Make more money" (which was selected by nearly one-fourth of all seniors answering this question); however, the second most popular choice for females was "Meet new, interesting people"--a choice which was far less popular with males. "Learning more about things" and to "Gain a general education" followed (14% and 11.6% respectively of those answering this question) with slightly more females than males making these choices.

TABLE 70
MOST IMPORTANT REASONS FOR DECIDING TO CONTINUE EDUCATION--BY SEX
(Seniors could check more than one reason)

Reason	Male		Female		Total	
	#	%*	#	%*	#	%*
Parent or relative wanted me to go	3,880	4.8%	4,586	5.6%	8,466	10.4%
Could not find a job	446	.5%	281	.3%	727	.8%
Get away from home	1,686	2.1%	2,153	2.6%	3,839	4.7%
Prepare for better job or career	19,339	23.7%	22,691	27.8%	42,030	51.5%
Gain general education	3.956	4.8%	5,525	6.8%	9,481	11.6%
Improve reading and study skills	1,159	1.4%	1,440	1.8%	2,599	3.2%
Become more cultured	2,029	2.5%	2,989	3.7%	5,018	6.2%
Make more money	10,626	13.0%	9,220	11.3%	19,846	24.3%
Learn more about things	4,703	5.8%	6,739	8.3%	11,442	14.0%
Meet new, interesting people	4,662	5.7%	10,441	12.8%	15,103	18.5%
Prepare for graduate school	2,043	2.5%	2,159	2.6%	4,202	5.1%

**Represents percent of all those answering this question, expanded to the universe of the Class of '80.*

HIGHLIGHTS: CHOICE OF POSTSECONDARY TYPE INSTITUTION--BY SEX

Nearly three-fourths of the high school seniors who identified a postsecondary institution they planned to attend chose a public or private college in Indiana (includes IVTC); a slightly higher proportion of females than males planned to do so. This group totalled some 35,359 seniors--which is 42.7% of the entire Class of '80. (Some of these will be part-time students and others plan to delay their enrollment.) The next largest group said they were going to a college or university out-of-state. (This constitutes some 5,512 seniors, which is 11.3% of all college-bound seniors and is 6.7% of the total Class of '80). Vocational schools in Indiana were selected by 1,686 males in Indiana and 1,460 females, which represented 3.8% of the total Class of '80. All other choices represented fewer than 2% of the class.

TABLE 71
CHOICE OF POSTSECONDARY TYPE INSTITUTION--BY SEX
(Sample survey results expanded to appropriate universe)

		College or University*** In Indiana	College or University*** Out-of-State	Business School In Indiana	Business School Out-of-State	Other Postsecondary Vocational School In Indiana	Other Postsecondary Vocational School Out-of-State	Trade Apprenticeship	Other	Totals
MALE	# Seniors	16,740	2,530	384	178	1,686	473	507	638	23,136
	Percent of College Bound*	34.5%→	5.2%→	.8%→	.4%→	3.5%→	1.0%→	1.1%→	1.3%→	47.6%
	Percent of Class of '80	20.2%	3.1%	.5%	.2%	2.0%	.6%	.6%	.8%	
FEMALE	# Seniors	18,619	2,982	987	356	1,460	329	151	569	25,453
	Percent of College Bound*	38.3%→	6.1%→	2.0%→	.7%→	3.0%→	.7%→	.3%→	1.2%→	52.4%
	Percent of Class of '80	22.5%	3.6%	1.2%	.4%	1.8%	.4%	.2%	.7%	
TOTALS	# Seniors	35,359	5,512	1,371	534	3,146	802	658	1,207	48,589
	Percent of College Bound	72.8%→	11.3%→	2.8%→	1.1%→	6.5%→	1.7%→	1.4%→	2.5%→	=100%
	Percent of Class of '80	42.7%	6.7%	1.7%	.7%	3.8%	1.0%	.8%	1.5%	58.9%

Raw X^2=383.51566 with 70 degrees of freedom. Significance beyond .0001 level.

**"College Bound" includes all postsecondary types of institutions.*

***Class of '80 has 82,668 seniors: The sample survey was made up of 11,938 seniors, of which 7,088 identified a postsecondary type institution they planned to attend. The numbers shown above have been expanded to the universe by applying the appropriate coefficients of expansion.*

****Includes Indiana Vocational Technical College.*

TABLE 72
EDUCATION AND TRAINING PROGRAMS SELECTED, BY SEX
BACHELOR OR HIGHER DEGREE

Field of Study	Male		Female		Total	
	#*	%*	#	%	#	%
Agriculture	569	1.2%	206	.5%	775	1.7%
Architecture	576	1.3	117	.3	693	1.6
Biological and Life Sciences	439	1.0	370	.8	809	1.8
Business or Commerce (See Management)	1,721	3.8	1,837	4.0	3,558	7.8
Education	514	1.1	2,317	5.1	2,831	6.2
Engineering	2,297	5.0	446	1.0	2,743	6.0
English, Literature or Journalism	288	.6	590	1.3	878	1.9
Fine and Applied Arts	425	.9	829	1.8	1,254	2.7
Foreign Language	34	.1	206	.5	240	.5
Health or Medical (excludes M.D. & R.N.)	363	.8	1,056	2.3	1,419	3.1
Doctor of Medicine (M.D.-pre-med)	651	1.4	603	1.3	1,254	2.7
Nurse, Registered (R.N.-Bachelor Degree)	*27	.1	987	2.2	1,014	2.3
Home Economics	27	.1	274	.6	301	.7
Law (pre-Law)	967	2.1	720	1.6	1,687	3.7
Management or Supervision	727	1.6	350	.8	1,077	2.4
Mathematics or Computer Science	672	1.5	370	.8	1,042	2.3
Physical Sciences	199	.4	117	.3	316	.7
Philosophy or Theology	192	.4	41	.1	233	.5
Physical Education or Recreation	274	.6	521	1.1	795	1.7
Psychology	165	.4	658	1.4	823	1.8
Public Affairs and Services	82	.2	308	.7	390	.9
Social Sciences	123	.3	288	.6	411	.9
Technology (construction, electrical, mechanical, etc.)	747	1.6	103	.2	850	1.8
Other Field of Study not listed	768	1.7	932	2.0	1,700	3.7

*Represents percent of all those answering this question, i.e., 6,659 out of 11,938 seniors in the sample. Numbers have been expanded to the universe of the Class of '80.

NOTE: More than 1,000 seniors indicated they planned to enroll in a B.S. R.N. program (only 27 were males). However, only about 700 seniors indicated they planned to enroll in an associate degree or certificate type R.N. program (see next table).

HIGHLIGHTS: POSTSECONDARY PROGRAM SELECTED - BY SEX

The five most popular bachelor's degree programs are:

Rank Order	for FEMALES	for MALES
1st	Education	Engineering
2nd	Business or Commerce	Business or Commerce
3rd	Health or Medical Related	Law (pre-law)
4th	Registered Nurse (B.Sc.)	Management or Supervision
5th	Fine and Applied Arts	Technology

The five most popular associate degree or certificate programs are:

Rank Order	for FEMALES	for MALES
1st	Secretarial	Engineering Technologies
2nd	Accounting Technology	Computer Programming
3rd	Medical Support	Accounting Technology
4th	Computer Programming	Business Management
5th	Registered Nurse	Law Enforcement

TABLE 72A (CONTINUED)
EDUCATION & TRAINING PROGRAMS
SELECTED, BY SEX

ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS
(Normally 2 years' or less duration)

Field of Study	Male		Female		Total	
	#	%	#	%	#	%
Business, Commerce and Administration						
Accounting Technology	651	1.4%	1,035	2.3%	1,686	3.7%
Banking and Finance	103	.2	96	.2	199	.4
Business Management	638	1.4	603	1.3	1,241	2.7
Commercial Art or Industrial Illustration	199	.4	281	.6	480	1.0
Communications or Broadcasting	274	.6	295	.6	569	1.2
Marketing, Distribution, & Purchasing	123	.3	288	.6	411	.9
Printing, Lithography & Graphic Arts	151	.3	27	.1	178	.4
Secretarial (Stenographer, Secretary, Office Technology)	--	--	1,145	2.5	1,145	2.5
Other Business, Commerce or Administration	62	.1	123	.3	185	.4
Data Processing and Computers						
Computer Programming, Technology and Data Processing (incl. Operators)	727	1.6	823	1.9	1,550	3.5
Health and Medical School Services and Related						
Dental Support (incl. Assistant, Hygienist, Laboratory Technician)	89	.2	384	.8	473	1.0
Licensed Practical Nurse (LPN)	--	--	254	.6	254	.6
Medical Support (incl. Assistants, Aides, Laboratory or Mental Health and other Technicians, Radiology, Records, Therapy, Operating Room, etc.)	96	.2	891	2.0	987	2.2
Nurse, Registered* (R.N.) 2 year or Certificate Program	--	--	692	1.5	692	1.5
Veterinary Medicine, Animal Technology	34	.1	151	.3	185	.4
Other Health Service and Related	82	.2	185	.4	267	.6
Engineering and Science Support Technologies	4,045	8.7	329	.7	4,374	9.4
Public Service Related						
Criminal Justice and Law Enforcement	274	.6	185	.4	459	1.0
Social Services	14	0	199	.4	213	.4
Miscellaneous						
Interior Design or Decorating	27	.1	199	.4	226	.5
Other Misc. Assoc. Degree or Cert. Programs	199	.4	308	.7	507	1.1

**Registered Nurse (R.N.) can be prepared through 4 yr. B.S. or 2 yr. Assoc. Degree Programs or 3 yr. Hospital Certificate*

HIGHLIGHTS: THE MOST IMPORTANT REASON FOR SELECTING A CERTAIN POSTSECONDARY SCHOOL--BY SEX

(Also see Second Most Important choice on following pages)

The single most important choice of both male and female high school seniors, for selecting the postsecondary school they did, was "Offers what I want to study." This reason was selected by more than one third of all the seniors answering this question. Interestingly, more females made this choice than males, which is parallel with the fact that more females than males identified to "Prepare for a better job or career" as the most important reason for deciding to continue their education. The second most popular reason for selecting a certain school was "Location near home"--which was identified by 21.4% of all those answering this question; proportionately more females made this choice. The third most popular reason, chosen by nearly 15 percent of all seniors but slightly more popular with males, was "Good reputation of school." "Size of school" was chosen by nearly 6% of all responders--with the majority being female. "Low tuition"was the first choice of 5.2% of all responders, with slightly more females than males. All other reasons identified were below 4 percent.

TABLE 73
THE MOST IMPORTANT REASON FOR SELECTING A CERTAIN POSTSECONDARY SCHOOL--BY SEX

(Shown by rank order of totals)

Reason	Male		Female		Total	
	#*	%	#*	%	#*	%
Offers what I want to study	7,561	15.9%	9,268	19.4%	16,829	35.3%
Location near home	4,662	9.8%	5,539	11.6%	10,201	21.4%
Good academic reputation of school	3,578	7.5%	3,407	7.1%	6,985	14.6%
Other reason	1,433	3.0%	1,364	2.9%	2,797	5.9%
Size of school	1,131	2.4%	1,652	3.5%	2,783	5.9%
Low tuition	1,145	2.4%	1,344	2.8%	2,489	5.2%
Financial aid offered	953	2.0%	638	1.3%	1,591	3.3%
Friends or classmates plan to attend	699	1.5%	500	1.0%	1,199	2.5%
Preference or wishes of parent or relative	473	1.0%	617	1.3%	1,090	2.3%
Advice of former student	281	.6%	473	1.0%	754	1.6%
Counselor or teacher advice	356	.7%	233	.5%	589	1.2%
College recruiter's advice	254	.5%	123	.3%	377	.8%
Totals	22,526	47.2%	25,158	52.8%	47,684	100 %

Raw X^2=66.83121 with 11 degrees of freedom. Significance beyond .0001 level
This question answered by 6,956 students from total sample of 11,938 seniors
**Sample responders expanded to the universe of the Class of '80.*

HIGHLIGHTS: THE SECOND MOST IMPORTANT REASON FOR SELECTING A CERTAIN POSTSECONDARY SCHOOL--BY SEX

(The Most Important reasons are presented in the immediately preceding pages.)

Again--as in the case of identifying the "Most Important" reason for choosing a certain school, both more female and male students chose "Offers what I want to study" than any other reason as their second most important reason. In fact this reason was chosen by 35.3% of the students as "Most important" and 17.6% as "Second most important," totalling 52.9% making it the key reason for selecting a given school. The most popular choices made by females included "Location near home," and "Good academic reputation of school." Males also favored these choices but more chose academic reputation than location. "Low tuition" was a more popular second reason choice for both sexes (8.4%) than it was most important (5.2%): a total of 13.6% of all students however, did indicate this item to be important.

TABLE 73A
THE SECOND MOST IMPORTANT REASON FOR SELECTING A CERTAIN POSTSECONDARY SCHOOL--BY SEX
(Shown by rank order of totals)

Reason	Male #	Male %	Female #	Female %	Total #	Total %
Offers what I want to study	3,901	8.6%	4,113	9.0%	8,014	17.6%
Good academic reputation of school	3,626	8.0%	4,106	9.0%	7,732	17.0%
Location near home	3,373	7.4%	4,113	9.0%	7,486	16.4%
Size of school	1,680	3.7%	2,488	5.5%	4,168	9.2%
Low tuition	1,796	3.9%	2,029	4.5%	3,825	8.4%
Friends or classmates plan to attend	1,638	3.6%	1,529	3.4%	3,167	7.0%
Other reason	1,481	3.2%	1,426	3.1%	2,907	6.3%
Financial aid offered	1,220	2.7%	1,241	2.7%	2,461	5.4%
Preference or wishes of parent or relative	1,021	2.2%	1,207	2.6%	2,228	4.8%
Advice of former student	898	2.0%	973	2.1%	1,871	4.1%
Counselor or teacher advice	528	1.2%	672	1.5%	1,200	2.7%
College recruiter's advice	308	.7%	199	.4%	507	1.1%
Totals	21,470	47.1%	24,096	52.9%	45,566	100%

Raw X^2=28.24156 with 11 degrees of freedom. Significance = .0030. The question answered by 5,315 students from a sample of 11,938 high school seniors. Numbers shown have been expanded to the universe of the Class of '80.

HIGHLIGHTS: LOCATION OF SCHOOL I PLAN TO ATTEND, BY SEX

This question was answered only by those planning to continue their education within six months of graduation from high school. There is a striking similarity between the sexes in choices seniors made as to the location of the school they planned to attend. The largest single group of both males and females selected "Elsewhere in Indiana"--which articulates with the larger groups also selecting the main campuses of the larger colleges and universities: more than 47% answering this question selected this choice. The next most popular choice was "Within 25 miles of home," however, this was favored by a greater proportion of females. Slightly more females planned to leave the State, whereas more males had not yet decided.

TABLE 74
LOCATION OF SCHOOL I PLAN TO ATTEND, BY SEX

		Within 25 miles of home	Elsewhere in Indiana	Outside of Indiana	Haven't Decided Yet	Row Total
MALE	# Srs.	7,404	10,990	3,373	692	22,458
	Tot. %	15.6	23.1	7.1	1.5 =	47.2%
	Row %	33.0→	48.9→	15.0→	3.1→=	100%
	Col. %	43.6	49.0	48.0	57.7	
FEMALE	# Srs.	9,563	11,435	3,647	507	25,152
	Tot. %	20.1	24.0	7.7	1.1 =	52.8%
	Row %	38.0→	45.5→	14.5→	2.0→=	100%
	Col. %	56.4	51.0	52.0	42.3	
	Col. Σ	16,967	22,425	7,020	1,199	47,610
	% of Σ	35.6%	47.1%	14.7%	2.5%	100%

X^2=24.95180 with 3 degrees of freedom. Significance is beyond the .0001 level.
Missing observations=5017 out of a sample of 11,938 seniors.
Numbers shown are expanded to the universe of the Class of '80.

HIGHLIGHTS: HOW HIGH SCHOOL SENIORS PLAN TO FINANCE THEIR POSTSECONDARY EDUCATION--BY SEX

(Students could check more than one item)

The rank order of the first four choices of ways seniors plan to finance their continuing education is the same for both females and males. The most popular choice, chosen by nearly 40% of all respondents was "Parents or family support"--however, a higher proportion of females indicated this choice. The next most popular choice was "Personal savings," chosen by nearly 28% of all respondents, again, this choice was chosen by more females. Nearly one fourth of all respondents identified "Part-time employment while in school"--by more females than males. "Full-time employment during summer" was the fourth most popular choice, identified by 21.4% of all respondents, again by more females than males. Other choices were selected less often and were fairly evenly divided between the sexes except for "Social security benefits" and BEOG (Pell) chosen by more females; and "ROTC scholarships" and "Other" chosen by more males.

It is significant that, proportionately speaking, females identified more ways that they planned to finance their education than did males.

TABLE 75

I PLAN TO FINANCE MY EDUCATION THROUGH

(Students checked all items that applied)

	Male		Female		Total	
	#	%	#	#	#	%
Parents or family support	14,458	17.7%	18,105	22.2%	32,563	39.9%
Personal savings	10,509	12.9%	12,237	15.0%	22,746	27.9%
Part-time employment while in school	8,926	10.9%	10,269	12.6%	19,195	23.5%
Full-time employment during summer	8,569	10.5%	8,933	10.9%	17,502	21.4%
Grant or scholarship from the State Student Assistance Commission of Indiana	4,286	5.2%	4,093	5.0%	8,379	10.2%
Basic Educational Opportunity Grant (BEOG) or PELL	4,689	5.7%	5,409	6.6%	10,098	12.4%
Grant, scholarship or loan from educational institution	5,011	6.1%	5,416	6.6%	10,427	12.7%
Educational loan from bank or lending institution	3,798	4.7%	3,921	4.8%	7,719	9.5%
ROTC Scholarship	487	.6%	82	.1%	569	.7%
Aid from a private sponsor, such as parent's employer, local service club, foundation, etc.	1,536	1.9%	1,632	2.0%	3,168	3.9%
Social Security Benefits	1,227	1.5%	1,782	2.2%	3,009	3.7%
Veteran Dependents' Benefits	535	.7%	610	.7%	1,145	1.4%
Other	1,268	1.6%	843	1.0%	2,111	2.6%
I don't know how	713	.9%	590	.7%	1,303	1.6%
TOTAL # CHOICES	66,012	--	73,922	--	139,934	--

Numbers have been expanded to the universe of the Class of '80 (N=82,668), based on a sample survey as explained earlier in this report.

HIGHLIGHTS: THE MOST IMPORTANT REASON FOR NOT CONTINUING EDUCATION UPON GRADUATION FROM HIGH SCHOOL: BY SEX

See facing page for second most important reason for not continuing education.

NOTE: Only 25% of the high school seniors sampled answered this question--which identifies the most important reason for not continuing education after graduation. (In other questions, more than 12% of all seniors said they planned to delay going on to college for more than six months and gave their reasons, and another 8% said they didn't know their plans or had other reasons for not continuing their studies. The remaining 55% identified some postsecondary type institution or program in their plans.)

The largest group of males (3,455) not planning to continue their education said they already had a job arranged; this was followed by "I plan to look for a job" (2,207) then came "Going into military" and "Not interested in further education." Female seniors had a significantly different set of reasons: the largest group (2,373)"Planned to look for a job," followed by 1,865 who already had a job arranged, and 1,666 who planned to get married--this latter the choice of only 315 males. Proportionately more females were undecided and more males planned to go into military service. Similar proportions of males and females chose "Not interested" (>1,225 of each): "Grades too low" was selected by more males. Nearly 600 males and 675 females said they did not have enough money to continue their education. Relatively few students claimed that the main reason for not continuing was because there was no local school that they wanted.

TABLE 76

MOST IMPORTANT REASON FOR NOT CONTINUING EDUCATION - BY SEX

(Sample survey returns expanded to universe of 20,264 seniors applicable to this question)

		Plan to Look for Job	Already Have Job	Plan to Get Married	Not Interested	Going Into Military	Un-Decided	Grades Too Low	No Local School I want	Don't Have Money	Row Total
MALE	# Srs.	2,207	3,455	315	1,255	1,604	782	466	62	590	10,740
	Tot. %	10.9%	17.1%	1.6%	6.2%	7.9%	3.9%	2.3%	.3%	2.9%	53%
	Row %→	20.6→	32.2→	2.9→	11.7→	14.9→	7.3→	4.3→	.6→	5.5→	= 100%
	Col. %	48.2	64.9	15.9	50.6	81.5	45.1	54.0	81.8	46.7	
FEMALE	# Srs.	2,373	1,865	1,666	1,227	363	953	398	14	672	9,524
	Tot. %	11.7%	9.2%	8.2%	6.1%	1.8%	4 7%	2.0%	.1%	3.3%	47%
	Row %→	24.9→	19.6→	17.5→	12.9→	3.8→	10.0→	4.2→	.1→	7.1→	= 100%
	Col. %	51.8	35.1	84.1	49.4	18.5	54.9	46.0	18.2	53.3	
	Col. Σ	4,580	5,320	1,985	2,482	1,967	1,735	874	76	1,262	20,264
	% of Σ	22.6%	26.3%	9.8%	12.2%	9.7%	8.6%	4.3%	.4%	6.2%	100%

Raw X^2=317.85325 with 8 degrees of freedom. Significance beyond the .0001 level

Missing observations=8,982 out of a sample of 11,938 seniors (i.e., 2,956 seniors did respond to this question which represents 25% of the total sample.)

HIGHLIGHTS: THE SECOND MOST IMPORTANT REASON FOR NOT CONTINUING EDUCATION UPON GRADUATION FROM HIGH SCHOOL

More than 5,000 male and female seniors identified "not interested" as the second most important reason for not furthering their education! (Chosen by slightly more males.) More than 1,400 females planned to look for a job, 1,213 planned to get married and nearly 1,200 more were undecided. This rank order differed from males where the second largest group said their grades were too low (1,138), followed by 1,090 undecided, and 1,056 already have a job arranged (which is well over the female proportion). "Don't have enough money" was an important second reason for not continuing education as it was selected by more than one thousand males and more than one thousand females.

TABLE 76A
SECOND MOST IMPORTANT REASON FOR NOT CONTINUING EDUCATION - BY SEX

		Plan to Look for Job	Already Have Job	Plan to Get Married	Not Interested	Going Into Military	Un-Decided	Grades Too Low	No Local School I Want	Don't Have Money	Row Total
MALE	# Srs.	953	1,056	926	2,756	432	1,090	1,138	274	1,117	9,746
	Tot. %	5.1%	5.6%	4.9%	14.7%	2.3%	5.8%	6.1%	1.5%	6.0%	52%
	Row %	9.8→	10.8→	9.5→	28.3→	4.4→	11.2→	11.7→	2.8→	11.5→	= 100%
	Col. %	40.4	55.8	43.3	54.3	80.8	47.9	61.3	58.8	52.1	
FEMALE	# Srs.	1,405	836	1,213	2,317	103	1,186	720	192	1,028	8,997
	Tot. %	7.5%	4.5%	6.5%	12.4%	.5%	6.3%	3.8%	1.0%	5.5%	48%
	Row %	15.6→	9.3→	13.5→	25.7→	1.1→	13.2→	8.0→	2.1→	11.4→	= 100%
	Col. %	59.6	44.2	56.7	45.7	19.2	52.1	38.7	41.2	47.9	
	Col. Σ	2,358	1,892	2,139	5,073	535	2,276	1,858	466	2,145	18,743
	% of Σ	12.6%	10.1%	11.4%	27.1%	2.9%	12.1%	9.9%	2.5%	11.4%	100%

Raw X^2 = 69.92178 with 8 degrees of freedom. Significance beyond the .0001 level
Missing observations = 9228 out of a sample of 11,938 seniors (2,710 responders). Expanded to the universe of the entire Class of '80, these 2,710 responders represent 18,743 seniors.

HIGHLIGHTS: WHY SOME SENIORS PLAN TO DELAY CONTINUING THEIR EDUCATION, FOR SIX MONTHS OR LONGER, AFTER GRADUATION FROM HIGH SCHOOL

- BY SEX -

NOTE: It should first be noted that more than 10,275 seniors (representing nearly 12.5% of the Class of '80) plan to delay continuing their education.

Nearly 40% (more than 4,000 seniors) of the seniors who planned to delay continuing their education did so because they wanted to earn some money first; this was true of more females than males. The next most popular reason for delay was "Need more time to decide;" again chosen by more females (>1,500 vs. 1,200 males). The biggest differences between the sexes--as reported earlier in their plans after graduation--were where far more females planned to get married first, but far more males planned to go into military service. Gaining work experience was chosen by more than 750 males compared with 638 females. Somewhat surprisingly to the writer, was the fact that more females wanted to move out of Indiana or gave "Other" as reasons for delaying their education.

TABLE 77
WHY SOME SENIORS PLAN TO DELAY CONTINUING THEIR EDUCATION
- BY SEX -

		Earn some money first	Gain work experience first	Need time to decide	Military service first	Get married first	Moving out of Indiana	Other reason	Row Total
MALE	# Srs	1,892	754	1,207	603	55	117	185	4,812
	Tot %	18.4%	7.3%	11.7%	5.9%	.5%	1.1%	1.8%	46.8%
	Row % →	39.3→	15.7→	25.1→	12.5→	1.1→	2.4→	3.8→	=100.0%
	Col %	46.2	54.2	43.7	77.9	10.1	38.6	45.8	
FEMALE	# Srs	2,207	638	1,556	171	487	185	219	5,464
	Tot %	21.5%	6.2%	15.1%	1.7%	4.7%	1.8%	2.1%	53.2%
	Row % →	40.4→	11.7→	28.5→	3.1→	8.9→	3.4→	4.0→	=100.0%
	Col %	53.8	45.8	56.3	22.1	89.9	61.4	54.2	
	Col Σ	4,099	1,391	2,763	774	542	302	404	10,276
	% of Σ	39.9%→	13.5%→	26.9%→	7.5%→	5.3%→	2.9%→	3.9%→	=100.0%

Raw X^2=93.83325 with 6 degrees of freedom. Significance beyond the .0001 level.
Missing observations = 10,463 out of a sample of 11,938 seniors (i.e., 1,499 seniors did respond to this question, representing 10,276 seniors when expanded to the universe).

SPECIAL ATTACHMENT
UNDERGRADUATE ENROLLMENT, BY RACE
IN COLLEGES AND UNIVERSITIES IN INDIANA*

(Percentage of Total Enrollment; Both Full-Time and Part-Time Students)

Name of College	American Indian	Black	Asian	Hispanic	White	Total enrollment
Ancilla Domini C	0.0	0.0	0.0	2.4	97.1	209
Anderson C	0.4	5.3	0.2	0.3	92.5	1,845
Ball St U	0.2	4.7	0.2	0.4	94.3	14,462
Bethel C	0.2	2.6	1.0	0.7	91.4	417
Butler U	0.2	1.7	0.8	0.5	96.4	2,230
Calumet C	0.7	10.6	0.7	11.0	76.7	1,350
Clark C	0.0	43.5	0.3	0.2	55.4	588
Depauw U	0.2	1.9	0.3	0.7	96.6	2,196
Earlham C	0.0	5.7	0.6	0.0	92.2	1,032
Ft Wayne Bible C	0.0	2.4	2.0	0.4	93.4	455
Franklin C of Ind	0.2	0.6	0.2	0.2	96.1	646
Goshen C	0.1	2.7	0.4	2.1	88.9	1,179
Grace C	0.1	0.0	0.1	0.0	99.3	724
Hanover C	0.0	1.0	0.8	0.2	96.4	895
Holy Cross JC	0.0	2.3	0.0	0.0	95.9	219
Huntington C	0.0	0.2	0.2	0.0	97.4	508
Indiana Central U	0.4	2.7	0.6	0.4	95.8	1,832
Ind C Mortuary Sci	0.0	13.7	0.0	0.0	86.3	73
Ind Inst of Tech	0.2	5.5	0.7	1.0	51.1	403
Indiana St U						
Main Campus	0.2	8.3	0.3	0.4	88.7	9,651
Evansville	0.2	3.5	0.5	0.2	94.8	2,868
Indiana U						
Bloomington	0.2	5.2	0.7	0.8	91.6	22,811
East	0.2	3.6	0.1	0.2	95.8	1,176
Kokomo	0.2	2.0	0.1	0.4	97.2	1,645
Northwest	0.1	27.9	0.2	5.3	65.7	3,266
Ind U-Purdue U at Indianapolis	0.2	11.1	0.6	0.4	86.7	12,431
South Bend	0.3	5.6	0.3	0.6	92.7	3,928
Southeast	0.4	2.2	0.2	0.2	96.8	3,103
Ind Voc-Tech C						
Columbus	0.9	2.2	0.7	0.9	95.3	1,260
Evansville	0.6	3.3	0.6	0.3	95.2	1,158
Fort Wayne	0.8	6.3	0.8	1.0	91.1	2,315
Indianapolis	0.7	27.0	0.4	0.7	71.2	3,679
Kokomo	1.2	4.8	0.8	1.0	92.3	1,554
Lafayette	0.7	1.7	0.6	0.1	96.9	830
Sellersburg	0.6	4.8	1.1	0.1	93.4	875
South Bend	0.6	9.8	0.6	1.6	87.5	2,113
Terre Haute	1.4	5.9	1.3	1.4	90.0	1,085
Intl Business C	0.3	8.4	0.5	0.5	90.4	394
Lockyear C	0.0	22.0	0.3	0.3	76.6	644
Manchester C	0.1	2.9	0.2	0.7	94.9	1,109
Marian C	0.0	7.0	0.6	0.8	88.8	498
Marion C	0.1	2.8	0.8	0.6	92.8	794
Oakland City C	0.0	4.9	0.9	0.0	94.2	467

Source: Reported in FACT-FILE, The Chronicle of Higher Education, February 2, 1981. Data compiled by the Office of Civil Rights of the Department of Education. Figures do not include non-resident aliens, therefore percent may not total 100 for each institution.

SPECIAL ATTACHMENT (CONTINUED)
UNDERGRADUATE ENROLLMENT, BY RACE
IN COLLEGES AND UNIVERSITIES IN INDIANA
(Percentage of Total Enrollment; Both Full-Time and Part-Time Students)

Name of College	American Indian	Black	Asian	Hispanic	White	Total enrollment
Purdue U						
Main Campus	0.1	3.5	0.6	0.7	93.8	24,658
Calumet	0.1	9.0	0.8	5.3	84.8	4,671
Purdue U-Ind U at Fort Wayne	0.1	3.6	0.4	0.5	94.5	6,121
North Central	0.0	3.1	0.6	0.2	96.0	1,316
Rose-Hulman Inst of Tech	0.1	0.1	1.0	0.3	98.2	1,166
St Francis C	0.1	1.3	0.1	0.3	96.8	789
St Joseph's C	0.0	4.9	0.5	1.6	92.9	935
St Mary's C	0.0	0.5	0.4	0.5	97.9	1,726
St Mary of the Woods C	0.0	3.1	0.2	1.1	89.9	553
St Meinrad C	0.0	2.1	1.6	1.6	94.7	187
Taylor U	0.0	0.6	0.0	0.3	98.4	1,502
Tri-State U	0.3	2.0	0.1	0.4	83.9	1,243
U of Evansville	0.1	4.6	0.1	0.1	92.1	3,728
U Notre Dame	0.1	2.4	0.8	2.9	93.5	6,843
Valparaiso U	0.2	3.0	0.4	0.4	95.1	3,372
Vincennes U	0.1	6.0	0.2	0.2	88.7	3,858
Wabash C	0.2	1.4	0.6	1.1	95.3	809

ATTACHMENT I

SURVEY SAMPLE SELECTION AND RESULTS BY CATEGORY

HIGH SCHOOLS AND SENIORS
CLASS OF 1979-80

SAMPLE DESIGN AND SELECTION

PUBLIC HIGH SCHOOLS

A stratified random sample of 99 public high schools was constructed as follows:

1. The 367 public schools in Indiana were divided into 12 stratification cells by assigning values to the following variables:
   a. COMMUNITY TYPE
      Urban - central city of Standard Metropolitan Statistical Area
      Suburban - within SMSA but outside of central city
      Rural - not in SMSA
   b. GEOGRAPHICAL LOCATION - north or south of Highway U.S. 40
   c. SIZE - two valued split at median enrollment - large or small
2. Since approximately 100 schools were to be selected, the number in each cell was multiplied by 376/100=.27247 and rounded to a whole number. Then a random number table was used to select the required sub-samples from the cells.
3. The total number of seniors in the universe of public high schools was 78,071

PAROCHIAL HIGH SCHOOLS

A stratified sample of 20 Catholic and Lutheran high schools with a total number of 2,325 seniors was constructed using the same technique as described for public high schools. The universe was made up of 54 high schools having 3,993 seniors.

SAMPLE AUGMENTATION

One Catholic and eight public high schools, not in the sample, requested inclusion in the project. Results from each of these schools were used in place of another high school (in the same stratification cell) that had not participated due to scheduling conflicts or other reasons. Follow up of participants was made in necessary categories to assure adequate representation.

EXPANSION TO THE UNIVERSE

Responses were expanded to the universe by applying the appropriate coefficient of expansion to each cell. This was done after it was ascertained that there were sufficient data in each sample category.

RESPONSE

High Schools - There were 96 high school responders in the sample of 105; a 91.4% return. See Table I on next page for details.

High School Seniors - There were 11,945 questionnaires completed by the 21,938 seniors represented in all of the schools surveyed, a return of 54.5%. Some had already graduated or were otherwise not available to participate. See Table II for details.

ATTACHMENT I (CONTINUED)

HIGH SCHOOLS SURVEYED AND RESPONSES BY CATEGORY (CLASS OF 1979-80)

TABLE I

HIGH SCHOOL PARTICIPATION

(Includes Public and Parochial Schools)

	Responses			Universe	
Category*	No. of Ques. Returns	Σ No. H.S. in Sample	% Response Sample	Total No. of H.S.	# Response to Universe
1-1-1	14	14	100.0%	41	34.1%
1-1-2	2	2	100.0	5	40.0
1-2-1	8	8	100.0	28	28.6
1-2-2	1	1	100.0	2	50.0
Sub-Total	25	25	100.0%	76	32.9%
2-1-1	9	12	75.0	43	20.9
2-1-2	11	11	100.0	38	28.9
2-2-1	4	4	100.0	17	23.5
2-2-2	7	8	87.5	33	21.2
Sub-Total	31	35	88.6	131	23.7
3-1-1	8	9	88.9	33	24.2
3-1-2	17	18	94.4	67	25.4
3-2-1	5	6	83.3	23	21.7
3-2-2	10	12	83.3	46	21.7
Sub-Total	40	45	88.9%	169	23.7%
TOTALS	96	105	91.4%	376	25.5%

*CATEGORY *(Digit series)*

1 Urban (1), Suburban (2), Rural (3)
2 Geography: North (1), South (2)
3 Size: Large (1), Small (2)

ATTACHMENT I (CONTINUED)

HIGH SCHOOL SENIORS' PARTICIPATION BY CATEGORY (CLASS OF 1979-80)

TABLE II
HIGH SCHOOL SENIORS PARTICIPATING

(Includes Public and Parochial Students)

	Responses			Universe	
Category*	No. of Ques. Returns	Σ No. Srs. in Sample	% Response Sample	Total No. of Seniors**	% Response to Universe
1-1-1	2,602	4,874	53.4%	14,780	17.6%
1-1-2	207	249	83.1	522	39.7
1-2-1	1,444	2,555	56.5	11,163	12.9
1-2-2	109	134	81.3	297	36.7
Sub-Total	4,362	7,812	55.8%	26,762	16.3%
2-1-1	1,637	4,231	38.7	12,586	13.6
2-1-2	818	1,131	72.3	4,115	19.9
2-2-1	694	1,211	57.3	5,299	13.1
2-2-2	419	670	62.5	3,660	11.4
Sub-Total	3,568	7,243	49.3%	25,660	14.0%
3-1-1	1,299	2,540	51.1	9,736	13.3
3-1-2	1,378	2,110	65.3	7,232	19.1
3-2-1	602	1,200	50.2	5,557	10.8
3-2-2	736	1,033	71.2	4,419	16.7
Sub-Total	4,015	6,883	58.3%	26,944	14.9%
TOTALS	11,945	21,938	54.5%	79,366	15.2%

*CATEGORY (Digit series)

1 Urban (1), Suburban (2), Rural (3)
2 Geography: North (1), South (2)
3 Size: Large (1), Small (2)

**As reported at time of survey (Dec./Jan. special grads had already departed).

ATTACHMENT II

SAMPLE COPY OF SURVEY PACKAGE
(on following pages)

Made up of two major parts:

PART I Printed on yellow paper and retained by each senior. Included:

Letter of encouragement to seniors, and instructions

List A - Occupational Titles

List B - Colleges and Universities in Indiana

List C - Education and Training Program

PART II Questionnaire (Printed on white paper, completed by senior and returned for data processing)

EDUCATION AND EMPLOYMENT PLANS
AND
OCCUPATIONAL CHOICES OF
INDIANA HIGH SCHOOL SENIORS IN THE CLASS OF '80

Dear Senior:

What do you plan to do when you graduate?

The time is nearly here when you must firm up your plans and decide what you want to do after graduation.

We believe that completing this questionnaire can help you in making your decisions by:

(1) Reminding you of the many occupational opportunities there are,
(2) Presenting alternative actions you might want to take, and
(3) Identifying the many training or educational institutions and programs that are available, should you decide to continue your studies.

Remember that your chances of success are much better when you make good plans, set your goals, and keep them in mind.

Your questionnaire is printed on white paper. Please fill it out carefully. The yellow sheets have three lists to be used with the questionnaire. They are

LIST A Occupational Titles,
LIST B Colleges and Universities in Indiana, and
LIST C Education and Training Programs.

You are welcome to keep these lists after you complete and turn in the questionnaire.

We need your answers to help us plan future programs and facilities, and to strengthen existing ones. Do not put your name on the questionnaire. All answers will be combined and your answers cannot be identified with you individually.

Best wishes and many thanks!

D. P. Lisack

D. P. Lisack
Purdue University, SCC-A
W. Lafayette, IN 47907

This Survey is Sponsored by the

INDIANA CONFERENCE OF HIGHER EDUCATION

In Cooperation With

THE INDIANA DEPARTMENT OF PUBLIC INSTRUCTION
AND
PURDUE UNIVERSITY

LIST A
OCCUPATIONAL TITLES

Please use this list when you answer question 6 on your questionnaire where you identify your own chosen occupation or profession.

All occupations are numbered and are listed alphabetically. Some are clustered in special groups, including Agricultural Related Occupations, Apprentices, Engineers, Health or Medical Related Occupations, Managers, Teachers, and Technicians in the Engineering or Science Fields. (Technicians usually require about 2 years of post-high school training or education, such as in an Associate Degree Program.)

Review this list carefully, find the occupation you are looking for and enter the corresponding three digit code number in the blank provided in question 6.

You are welcome to keep these lists when you complete your questionnaire.

CODE	OCCUPATION
101	Accountant or Auditor
102	Actor, Actress, Dancer or Entertainer
103	Advertising Agent or Related Occupation
	• • •
	AGRICULTURAL RELATED OCCUPATIONS
104	Agricultural Engineer (Also see Teacher, Agriculture)
105	Agronomist or Geneticist
106	Animal Technician (Veterinarian Assistant)
107	Conservationist, Soil or Range Manager
108	Farmer; General, Speciality Crop, Dairy or Fruit
109	Forester
110	Horticulturist
111	Veterinarian
	• • •
112	Airline Hostess or Steward(ess) (Flight Attendants)
113	Airplane Mechanic (See Technicians)
114	Announcer or Broadcaster, Radio or TV
	• • •
	APPRENTICES
115	Carpenter Apprentice
116	Electrician Apprentice
117	Metal Working Apprentice
118	Plumber or Pipefitter Apprentice
119	Printing Trade Apprentice
120	Other Construction Trade Apprentice
121	Other Apprentice (Not listed above)
	• • •
122	Architect
123	Artist or Sculptor (Not a Teacher)
124	Assembly or Production Worker in a Factory
125	Athlete or Sports Official (Not a Teacher)
126	Attendant, Service Station (Not Automobile Mechanic)
127	Author, Journalist or Reporter
128	Automobile Mechanic or Repairman
129	Banker (Manager)
130	Barber
131	Bartender
132	Beautician, Beauty Operator or Cosmetologist
133	Biochemist
134	Biologist (Not a Teacher) See Life Scientist
135	Bookkeeper
136	Brick and Stone Mason or Tile Setter
137	Building Constructor or Contractor
138	Building Custodian
139	Buyer or Purchasing Agent
140	Cabinet Maker
141	Carpenter
142	Cashier, Retail Store or Bank (See Clerk)
143	Cement Mason or Worker
144	Chemist (Not a Teacher)

CODE	OCCUPATION
145	Clergyman; Minister, Priest, or Rabbi
146	Clerk (incl. File, General, Sales, Post-office, or Special Clerk; does not include Cashier who handles customer payments)
147	Commercial Artist or Industrial Illustrator
	• • •
	COMPUTER RELATED
148	Computer Systems Analyst
149	Computer Keypunch or Data Typist
150	Computer Operations Manager
151	Computer Programmer
152	Computer or Related Equipment Operator
	• • •
153	Construction Machinery or Equipment Operator
- -	Construction Worker (See Brick Mason, Building Contractor, Carpenter, Cement Mason, Painter or Plumber)
154	Cook or Chef
132	Cosmetologist or Beauty Operator (Also Beautician)
- -	Dental Occupations (See HEALTH RELATED OCCUPATIONS)
155	Diesel Mechanic
156	Dietician
- -	Doctors (See HEALTH RELATED OCCUPATIONS)
157	Dressmaker or Seamstress (See Tailor)
158	Draftsman (See Technicians)
159	Driver, Bus or Taxi
160	Driver, Truck or Routeman
161	Economist (Not a Teacher)
162	Embalmer or Undertaker
163	Electrician (Also see Apprentices and Technicians)
164	Electronics Repairman, Radio or TV (See Technicians)
	• • •
	ENGINEERS
165	Aeronautical or Astronautical Engineer
104	Agricultural Engineer
166	Biomedical Engineer
167	Chemical Engineer
168	Civil Engineer
169	Construction Engineer
170	Electrical Engineer
171	Environmental Engineer
172	Industrial Engineer
173	Mechanical Engineer
174	Metallurgical Engineer or Metallurgist
175	Mining or Petroleum Engineer
176	Nuclear Engineer
177	Sanitary Engineer
178	Undecided Field in Engineering
	• • •

CODE	OCCUPATION
179	FBI Agent
124	Factory Worker, Assembly or Production Worker
180	Fireman or Fire Fighter; Paid, not Volunteer
181	Floral Designer
182	Foreman or Supervisor of Workers
183	Geo-scientists; Geologist or Geophysicist (Not a Teacher)
184	Guidance Counselor or Student Advisor

• • •

HEALTH RELATED OCCUPATIONS

Dental Occupations

185	Dental Assistant
186	Dental Hygienist
187	Dental Laboratory Technician
188	Dentist

Medical Practitioners

189	Chiropractor
190	Optometrist
191	Physician, General Practice (M.D.)
192	Physician, Specialized Practice (M.D.)
193	Podiatrist (Foot Specialist)
111	Veterinarian (D.V.M.)

Medical Related Technicians*

194	Animal Technician Registered
195	Electrocardiograph Technician
196	Electroencephalograph Technician
197	Emergency Medical Technician (EMT)
198	Hospital Ward Clerk
199	Hospital Worker, Not otherwise listed
200	Medical Artist
201	Medical Assistant
202	Medical Laboratory Technician
203	Medical Record Technician or Clerk
204	Medical Secretary
205	Mental Health Technician (See Nursing Aide)
206	Operating Room Technician
207	Optometric Assistant
208	Physician's Assistant
209	Radiologic (X-ray) Technologist
210	Other Medical Technician (Not listed above) (Look over rest of Health Occupations before checking 210)

*Technicians usually require about two years of training after graduation from high school.

Nursing Occupations

211	Registered Nurse (R.N.)
212	Licensed Practical Nurse (LPN)
213	Nursing Aide, Orderly or Attendant (incl. Psychiatric Aide)

Therapy and Rehabilitation

214	Occupational Therapist
215	Occupational Therapy Assistant
216	Physical Therapist
217	Physical Therapy Assistant
218	Respiratory (Inhalation) Therapist
219	Respiratory (Inhalation) Therapy Assistant
220	Speech Pathologist, Audiologist or Speech and Hearing Clinician

CODE	OCCUPATION

Other Medical and Health Related Occupations

221	Bio-Medical Engineering Technician
156	Dietitian
222	Dispensing Optician
223	Health Service Administrator
224	Hospital Administrator or Manager
225	Industrial Hygienist
226	Medical Records Administrator
227	Pharmacist
228	Other Medical or Health Related Occupation, Not listed

• • •

229	Historian (Not a Teacher)
230	Home Economist (Not a Teacher) Also see Interior Decorator, Dietitian, & MANAGER
231	Housewife (Also see Maid or Housekeeper)
147	Industrial Illustrator or Commercial Artist
124	Industrial Production Worker
232	Insurance Actuary, Claims Representative or Underwriter
233	Interior Decorator or Designer
- -	Laboratory Technicians or Assistants (See Technicians and Health Related Occupations)
234	Interpreter (Foreign Language)
127	Journalist, Author or Reporter
235	Landscape Architect
236	Land Surveyor
237	Lawyer or Judge
238	Librarian
239	Librarian Assistant or Aide
212	Licensed Practical Nurse (LPN) See Health Related Occupations
240	Life Scientist (See Biologist)
241	Lineman or Serviceman, Electrical Power or Telephone
242	Lithographer (See Printer)
243	Machinery Maintenanceman or Millwright
244	Machinist or Machine Shop Related Occupation (Not Sheet Metal Worker)
245	Marketing Research Worker
246	Maid or Housekeeper
247	Mail Carrier or Postal Worker

• • •

MANAGERS

129	Manager, Bank
248	Manager, Cafeteria or Restaurant
249	Manager, City or Town (Urban)
150	Manager, Computer Operations
224	Manager, Hospital
250	Manager, Hotel, Motel or Apartment House
251	Manager or Supervisor, Industrial
252	Manager, Office (General)
253	Manager, Labor Relations
254	Manager, Personnel
255	Manager, Retail or Wholesale Operations
256	Manager, Other, Not listed

• • •

CLASS OF '80
INDIANA HIGH SCHOOL SENIOR QUESTIONNAIRE

DO NOT write your name on this form. 10-13

PLEASE CHECK (✓) YOUR CHOICE IN EACH OF THE FOLLOWING STATEMENTS

(Ignore the light gray numbers; they are for computer use only)

1. I am

   Male 14
   Female 2

2. My major area of study (course concentration) is (check only one)

   College Preparatory 15
   Business Education 2
   Vocational Education 3
   General Education 4
   Other 5

3. My high school grade average is closest to (check only one)

   A 16
   B 2
   C 3
   D 4
   Unknown 5

4. The head of my household is (check only one)

   Father 17
   Mother 2
   Other 3

5. The highest level of education attained by the head of my household is (check only one)

   Less than high school graduate 18
   High School graduate 2
   Some college, but no degree 3
   College or University graduate 4
   Unknown 5

6. At present my main occupation or career choice after I complete my education or military service is (Refer to list of occupations, List A, on the yellow sheet, and write your choice as a code number in the blank)

   9-11

7. My present occupation or career choice and educational plans are (check only one)

   Quite definite 12
   Almost definite 2
   Indefinite 3

8. I decided on my chosen occupation or career while in (check only one)

   Elementary grades (K-6) 13
   Junior High grades (7-8) 2
   High School Freshman 3
   High School Sophomore 4
   High School Junior 5
   High School Senior 6
   Haven't decided yet 7

Please continue the questionnaire on the next page

Retain the yellow pages with the reference lists for your own use.
Turn in the completed questionnaire: it will be mailed later to
Dr. J. P. Lisack, Purdue University, SCC-A
W. Lafayette, IN 47906

9. The two most important reasons for my choice of occupation of career are
(First check the most important reason, then check the second most important reason)

	THE MOST IMPORTANT REASON (Check only one)	2ND MOST IMPORTANT REASON (Check only one)
Activities on the job	..... 1 14	 15
Friends' opinion of job	 2	 2
Kinds of people I'll work with	 3	 3
Like to work indoors	 4	 4
Like to work outdoors	 5	 5
Money	 6	 6
Parents' opinion of job	 7	 7
Status or prestige of job	 8	 8
Serving society	 9	 9

10. The following sources or persons have been the most helpful and second most helpful in making my career choice

	1ST MOST HELPFUL (Check only one)	2ND MOST HELPFUL (Check only one)
Parents or other relatives	..... 01 16-17	..... 01 18-19
Friends	 02	 02
High school teachers	 03	 03
School guidance counselor	 04	 04
School programs, (e.g. career development activities)	 05	 05
Printed materials (brochures, pamphlets, etc.)	 06	 06
TV and radio	 07	 07
Previous work experience	 08	 08
High school courses	 09	 09
Career information system (Such as: micro-film, computer, or other	 10	 10
Other _____ (Please specify)	 11	 11

11. I am
(Check only one)

American Indian or Alaskan Native	..... 1 20
Asian or Pacific Islander American	 2
Black, Not of Hispanic Origin	 3
Spanish, Surname American (Hispanic)	 4
White, but not Hispanic	 5
Other	 6

12. Within six months after I graduate, I plan to
(check only one)

Work at a full-time job, no further education planned at this time	..... 1 21
Work at a full-time job first, then further my education	 2
Continue my education full-time	 3
Go to school part-time, work part-time	 4
Go into military service	 5
Get married, no further education planned at this time	 6
Get married first, then further my education	 7
I don't know	 8
Other _____ (please describe)	 9

IMPORTANT. Please read this before continuing.

If you have no plans at this time to continue your education, (going on with school) within six months after graduation from high school, please complete question 13 and then turn in the questionnaire.

If you plan to delay the continuation of your education for six months or longer after graduation, please skip question 13 and complete question 14, then turn in the questionnaire.

If you do plan to continue your education within 6 months after graduation, please skip questions 13 and 14 and go directly to question 15 on the next page and complete the remaining items.

Complete this question only if you do NOT plan to continue your education upon graduation from high school.

		THE MOST IMPORTANT REASON (Check only one)	2ND MOST IMPORTANT REASON (Check only one)
13. The two most important reasons why I do not plan to enroll in an educational program after graduation are (First check the most important reason, then check the second most important reason)	I plan to look for a job	..... 1 22	 22
	I already have a job arranged	 2	 2
	I plan to get married	 3	 3
	I am not interested at this time	 4	 4
	I am going into military service	 5	 5
	I am undecided what to do	 6	 6
	My grades are low	 7	 7
	There's no local school that I want	 8	 8
→	I don't have enough money	 9	 9

→ 13.a If you indicated that not having enough money was one of the reasons for not continuing your education, which of the following sources of financial aid do you know about? (check every one that you know about)	Grant or scholarship from the State Student Assistance Commission of Indiana	 24
	Basic Educational Opportunity Grant (BEOG)	 25
	Grant, scholarship or loan from educational institution	 26
	Educational loan from bank or lending institution	 27
	ROTC Scholarship	 28
	Aid from a private sponsor, such as parent's employer, local service club, foundation, etc.	 29
	Social Security Benefits	 30
	Veteran Dependents' Benefits	 31
	Other	 32
	I don't know about any sources of financial aid	 33

If you answered question 13 or 13a, you have completed your part of this survey; please hand in your questionnaire. Thank you for participating! We extend our best wishes for your future.

Complete this question only if you plan to DELAY continuing your education for six months or longer after graduation.

14. I plan to delay continuing my education to some later date because (check only the most important one)	I want to earn some money first	..... 1 34
	I want to gain some work experience	 2
	I want more time to decide what to do	 3
	I want to go into military service first	 4
	I want to get married first	 5
	I want to move out of Indiana	 6
	Other _____ (Write in)	 7

NOTE: If you plan to continue your education within six months after graduation from high school, you should have skipped questions 13 and 14 and jumped to question 15. If you made a mistake, no problem—draw a large X through this page and go to the next page.

If you did answer question 13 or 14 correctly, you have completed your part of this survey; please hand in your questionnaire. Thank you for participating! We extend our best wishes for your future.

Complete question 15 and all remaining items if you plan to continue your training or education within six months after graduation from high school.

15. If you plan to attend a college or university in Indiana, use List B, Colleges and Universities in Indiana, on the yellow sheet and write in your choice as a code number in this blank 35-36

16. If you plan to attend an institution other than a college or university listed on List B, check your choice of the following (check only one)

College or university out of state	.....	1 37
Business school in Indiana	.....	2
Business school out of state	.....	3
Other vocational school in Indiana	.....	4
Other vocational school out of state	.....	5
Trade apprenticeship program	.....	6
Other _____ (Write in)	.....	7

17. The most important reasons I've decided to continue my education are (check only the very important reasons, you can check more than one)

Parents or relative wanted me to go	.....	38	Improve reading and study skills	.....	43
Could not find a job	.....	39	Become more cultured	.....	44
Get away from home	.....	40	Make more money	.....	45
Get prepared for a better job or career	.....	41	Learn more about things	.....	46
			Meet new, interesting people	.....	47
Gain general education	.....	42	Prepare for graduate school	.....	48

18. If you plan to continue your education, refer to List C, Education and Training Programs, on the yellow sheet and indicate the code number representing your chosen field of study. 49-50

19. My selection of a school, college or university is based upon (check the most important reason, then check the second most important reason)

	THE MOST IMPORTANT (Check only one)	2ND MOST IMPORTANT (Check only one)
Location is near home	..... 01 51-52	..... 01 53-54
Friends or classmates plan to attend	 02	 02
Low tuition	 03	 03
Financial aid offered	 04	 04
Size of school	 05	 05
Offers what I want to study	 06	 06
Counselor or teacher advice	 07	 07
Advice of former student	 08	 08
College recruiter advice	 09	 09
Preference or wishes of parent or relative	 10	 10
Good academic reputation of school	 11	 11
Other reason	 12	 12

20. The school in which I plan to enroll is located (check only one)

Within 25 miles of my home	.....	1 55
Elsewhere in Indiana	.....	2
Outside of Indiana	.....	3
Haven't decided yet	.....	4

21. I plan to finance my education through (check every one that applies)

Parents or family support	.....	56	Educational loan from bank or lending institution	.....	63
Personal savings	.....	57	ROTC Scholarship	.....	64
Part-time employment while in school	.....	58	Aid from a private sponsor, such as parent's employer, local service club, foundation, etc.	.....	65
Full-time employment during summer	.....	59			
Grant or scholarship from the State Student Assistance Commission of Indiana	.....	60	Social Security Benefits	.....	66
			Veteran Dependents' Benefits	.....	67
Basic Educational Opportunity Grant (BEOG)	.....	61	Other	.....	68
Grant, scholarship or loan from educational institution	.....	62	I don't know how	.....	69

Hand in your completed questionnaire. Thank you

CODE	OCCUPATION
257	Mathematician or Statistician (Not a Teacher)
258	Meatcutter or Butcher
- -	Mechanics or Repairman (See Automobile or Diesel Mechanic, Technicians or Machinery Maintenanceman)
259	Military, Enlisted; All Services
260	Military, Commissioned Officer; All Services (Incl. Academies)
261	Mining or Petroleum Equipment Operator
262	Musician (Not a Teacher)
- -	Nurses (See HEALTH RELATED OCCUPATIONS)
263	Oceanographer
264	Occupational Safety and Health Workers
265	Office Machine Operator
266	Office Machine Repairman
267	Painter or Paperhanger
268	Pest Controller
227	Pharmacist (See Health Related Occupations)
269	Photographer, Photo Processing or Related Occupation
270	Physicist (Not a Teacher)
271	Pilot, Commercial Aviation
272	Plumber or Pipefitter (Also see Apprentices)
273	Police or Security Officers (incl. Detective, Guard or Sheriff)
274	Political Scientist
275	Printer, Pressman or Related Occupations (See Lithographer)
124	Production or Assembly Worker in Factory
276	Psychologist (Not a Teacher)
277	Public Official or Politician
278	Public Relations Worker
211	Registered Nurse (R.N.) See Health Related Occupations
127	Reporter, Newspaper (See Journalist, Author or Reporter)
- -	Retail Clerk (See Clerk or Cashier)

* * *

SALES OCCUPATIONS

279	Salesman; Bonds, Stocks or Securities
280	Salesman, Construction Materials or Hardware
281	Salesman, Insurance (Also see Insurance Actuary, etc.)
282	Salesman, Manufacturers' Products
283	Salesman, Real Estate and Broker
284	Sales Workers (See Advertising, Clerk, Cashier or Managers)
285	Salesman (Not listed elsewhere)

* * *

286	Secretary or Stenographer
287	Sheet Metal Worker (Not Machinist)
288	Sociologist (Not a Teacher)
289	Social Service or Welfare Aide
290	Social Worker
286	Stenographer or Secretary
291	Tailor (See Dressmaker or Seamstress)

* * *

TEACHERS

292	Pre-school or Kindergarten Teacher
293	Elementary (grade school) Teachers
294	Special Education Teachers (incl. handicapped and exceptional children)

CODE	OCCUPATION
	High School or Junior High School Teachers
295	Agriculture
296	Art
297	Business and Office
298	Communications (Speech or Dramatics)
299	Distributive Education
300	English
301	Health Related
302	Home Economics
303	Industrial Arts (Also see Vocational, Trade and Industrial)
304	Languages, Modern or Foreign
305	Library Science
306	Life Sciences (Biology, Botany or Ecology)
307	Mathematics
308	Music
309	Physical Education and Coaching
310	Physical Sciences (Chemistry or Physics)
311	Vocational, Trade and Industrial, or Technical Education
312	Social Sciences (Sociology, Civics, History or Economics)
313	Other Subject Areas (Not listed above)

* * *

314	College or University Professor or Instructor
184	Guidance Counselor or Student Advisor

* * *

315	Technical Writer

* * *

TECHNICIANS: Engineering or Science Support Related Fields (Does not include medical related technicians or Auto and Diesel Mechanics). Technicians usually require about two years of training after graduation from high school, such as in an Associate Degree Program. Technicians may continue their studies and earn a bachelor's degree, thereby becoming technologists.

316	Architectural Technician
317	Aviation Electronics Technician
113	Aviation Maintenance Technician; Airframe or Power-plant Mechanic
318	Biological Technician
319	Chemical Technician
320	Civil Engineering Technician
321	Construction Technician (Building)
158	Draftsman (incl. Mechanical Drafting and Design Technology
322	Electrical or Electronics Engineering Technician
323	Environmental and Pollution Control Technician
324	Geo-science, Petroleum or Mining Technician
325	Industrial Technician
326	Mechanical Engineering Technician
327	Physics Technician
328	Other Technical Type Technicians, Not listed
- -	Also see Electrician, Auto Mechanic, or Machinist.
329	Tool or Die Maker (Also see Machinist)
330	Typist (Also see Secretary)
331	Waitress, Waiter or Dining Room Attendant
332	Water or Sanitary Works Operator
333	Welder and Flamecutter

* * *

334	Other Professional Occupation, Not listed
335	Other Service Occupation, Not listed
336	Other Skilled Worker Occupation, Not listed

LIST B

COLLEGES AND UNIVERSITIES IN INDIANA

Private Colleges and Universities

10 Ancilla College, Donaldson
11 Anderson College, Anderson
12 Bethel College, Mishawaka
13 Butler University, Indianapolis
14 Calumet College, Whiting
15 DePauw University, Greencastle
16 Earlham College, Richmond
17 Evansville, University of, Evansville
18 Fort Wayne Bible College, Fort Wayne
19 Franklin College of Indiana, Franklin
20 Goshen College, Goshen
21 Grace Theological Seminary and College, Winona Lake
22 Hanover College, Hanover
23 Holy Cross Jr. College; School of Nursing, South Bend
24 Huntington College, Huntington
25 Indiana Central College, Indianapolis
26 Indiana Institute of Technology, Fort Wayne
27 Manchester College, North Manchester
28 Marian College, Indianapolis
29 Marion College, Marion
30 Northwood Institute, West Baden
31 Notre Dame, University of, South Bend
32 Oakland City College, Oakland City
33 Rose Hulman Institute of Technology, Terre Haute
34 St. Francis College, Fort Wayne
35 St. Joseph's College, Rensselaer
36 St. Mary-of-the-Woods College, Terre Haute
37 St. Mary's College, South Bend
38 St. Meinrad College, St. Meinrad
39 Taylor University, Upland
40 Tri-State College, Angola
41 Valparaiso Technical Institute, Valparaiso
42 Valparaiso University, Valparaiso
43 Wabash College, Crawfordsville
44 Other Private College or University in Indiana not listed

Public Supported State Colleges and Universities

BALL STATE
45 Muncie Campus

INDIANA STATE UNIVERSITY
46 Terre Haute Campus
47 Evansville Campus
48 I.S.U. Location Undecided

INDIANA UNIVERSITY
49 Bloomington Campus
50 East Campus, Richmond
51 Fort Wayne Campus
52 Indianapolis Campus (IUPUI)
53 Kokomo Campus
54 Northwest Campus, Gary
55 South Bend Campus
56 Southeast Campus, New Albany
57 I.U. Location Undecided

VINCENNES UNIVERSITY
58 Vincennes Campus
59 Jasper Center, Jasper
60 Vincennes University Location Undecided

PURDUE UNIVERSITY
61 West Lafayette Campus
62 Calumet Campus, Hammond
63 Fort Wayne Campus
64 Indianapolis Campus (IUPUI)
65 North Central Campus, Westville
66 Purdue at I.U. East, Richmond
67 Purdue at I.U. Kokomo
68 Purdue at I.U. Southeast, New Albany
69 Purdue at Vincennes
70 Purdue Location Undecided

INDIANA VOCATIONAL TECHNICAL COLLEGE
71 Region 1 – Gary
Hammond-Gary-Michigan City Area
72 Region 2 – North Central
Elkhart-Mishawaka-South Bend Area
73 Region 3 – Fort Wayne
Fort Wayne-Huntington Area
74 Region 4 – Lafayette
Crawfordsville-Lafayette Area
75 Region 5 – Kokomo
Kokomo-Logansport-Peru-Wabash Area
76 Region 6 – Muncie
Anderson-Marion-Muncie Area
77 Region 7 – Terre Haute
Terre Haute Area
78 Region 8 – Indianapolis
Indianapolis Area
79 Region 9 – Richmond
Connersville-New Castle-Richmond Area
80 Region 10 – Columbus
Bedford-Bloomington-Columbus-Greensburg Area
81 Region 11 – Madison
Aurora-Madison-North Vernon Area
82 Region 12 – Evansville
Evansville-Jasper-Vincennes-Washington Area
83 Region 13 – South Central
Jeffersonville-New Albany-Sellersburg Area
84 I.V.T.C. Location Undecided

LIST C
EDUCATION AND TRAINING PROGRAMS

BACHELOR OR HIGHER DEGREE
(4 years' college or more)

CODE	FIELD OF STUDY
10	Agriculture
11	Architecture
12	Biological and Life Sciences
13	Business or Commerce (Also see Management)
14	Education
15	Engineering
16	English, Literature or Journalism
17	Fine and Applied Arts
18	Foreign Language
19	Health or Medical (excludes M.D. and R.N.)
20	Doctor of Medicine (M.D.-pre-med)
21	Nurse, Registered (R.N.-Bachelor Degree)*
22	Home Economics
23	Law (pre-Law)
24	Management or Supervision
25	Mathematics or Computer Science
26	Physical Sciences
27	Philosophy or Theology
28	Physical Education or Recreation
29	Psychology
30	Public Affairs and Services
31	Social Sciences
32	Technology (construction, electrical, mechanical, etc.)
33	Other Field of Study not listed

ASSOCIATE DEGREE OR CERTIFICATE PROGRAMS
(Normally 2 years' or less duration)

CODE	FIELD OF STUDY
	Business, Commerce and Administration
34	Accounting Technology
35	Agricultural Business Technology
36	Audio-Visual Communications Technology
37	Banking and Finance
38	Business Management
39	Commercial Art or Industrial Illustration
40	Commercial and Industrial Photography
41	Communications or Broadcasting
42	Court and Conference Reporting
43	Hotel or Restaurant Management
44	Industrial Management
45	Legal Assistant
46	Marketing, Distribution, and Purchasing
47	Medical Transcription
48	Printing, Lithography and Graphic Arts
49	Secretarial (Stenographer, Secretary, Office Technology)
50	Supervision (Industrial, Business or Government)
51	Other Business, Commerce or Administration
	Data Processing and Computers
52	Computer Programming
53	Computer Technology and Data Processing (incl. Operators)
54	Keypunch or Data Typist and Verifier
	Health and Medical Support Services and Related
55	Bio-medical Electronics Technology
56	Care Center Activities Specialist
57	Child Care Technology
58	Dental Support (incl. Assistant, Hygienist, Laboratory Technician)
59	Dietary or Nutrition Assistant
60	Emergency Medical Care Technology
61	Licensed Practical Nurse (LPN)
62	Medical Support (incl. Assistants, Aides, Laboratory or Mental Health and other Technicians, Radiology, Records, Therapy, Operating Room, etc.)
63	Nurse, Registered* (R.N.) 2 year or Certificate Program
64	Veterinary Medicine, Animal Technology
65	Other Health Service and Related
	Engineering and Science Support Technologies
66	Aeronautical and Aviation Technologies
67	Agricultural Equipment Technology
68	Appliance Repair
69	Architectural Drafting and Design Technology
70	Automotive and Diesel Technology
71	Chemical, Physical or Geo-science Technologies
72	Civil Engineering Technology
73	Construction and Building Technology
74	Drafting (incl. Engineering Graphics, Mechanical Drafting and Design)
75	Electrical or Electronics (incl. Electrical Engineering Technology)
76	Heating, Air Conditioning and Refrigeration
77	Industrial (Engineering) Technology
78	Mechanical (Engineering) Technology
79	Radio, TV or Appliance Repair
80	Welding Technology
81	Other Engineering or Science Support Technologies
	Public Service Related
82	Criminal Justice and Law Enforcement
83	Education Support Technologies
84	Environmental and Pollution Control Technology
85	Fire Science (Applied)
86	Ground Water or Waste Water Operations
87	Social Services
88	Other Public Service Program
	Miscellaneous
39	Commercial Art or Industrial Illustration
89	Food Sales, Service or Management
90	Horticulture Technology
91	Fluid Power Technology
92	Industrial Safety and Health
93	Industrial Security
94	Interior Design or Decorating
95	Library Resource Aide
96	Mining or Petroleum Technology
97	Mortuary Science Technology
98	Plastics Technology
99	Other Misc. Associate Degree or Certificate Programs

**Registered Nurse (R.N.) can be prepared through 4 yr. B.S. or 2 yr. Assoc. Degree Programs or 3 yr. Hospital Certificate Program.*